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ABSTRACT

As of May 1997, 28.8 percent of the heads of schools in the National Association of Independent Schools were female. The number grew .8 percent during the previous year and has grown at a rate of 1 percent a year for the past 10 years. This document reports the findings of a research project that explored reasons for the dearth of women heads of independent schools. The paper identifies differences in the ways in which male and female administrators and heads of NAIS schools view the job and their career-development strategies that led toward the headship. The paper identifies the barriers perceived by both men and women and offers advice from female heads of schools for overcoming those barriers. Data were obtained through a survey of male and female heads and administrators of NAIS schools, which elicited an overall response rate of 53 percent (n=106). Followup interviews were conducted by telephone with 11 survey respondents and in person with 27 respondents. Both men and women heads attributed the lack of female heads in NAIS schools to women choosing family over career and to social biases against women leaders. Women reported that women self-select out of the process because they make personal sacrifices, give up relationships, and fear the consequences for choosing nontraditional gender roles. Women heads offer the following advice to other women: Make a conscious decision to go for it; find your own leadership style; try not to take anything personally; trust your inner voice; build your own support network; insist on having household support; build a strong relationship with your board; find a good mentor; develop a strong inner life; and find a balance between work and personal life. Nineteen charts, a copy of the questionnaire, and an annotated bibliography of 59 entries. (Contains 31 references.) (LMI)

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Women and Leadership

A Study of Issues in Independent Schools

Jan A. Scott
Teachers College - Columbia University
May 1997

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Women and Leadership - Issues in Independent Schools

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May 1997

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I. INTRODUCTION

Currently, there are 28.8% female heads of schools in the National Association of Independent Schools. This number grew .8% last year and has grown 1% a year for the past ten years. This research project grew out of the question: Why aren't there *more* female heads of independent schools? Why has progress been so slow in a profession and association of schools where one would expect the least amount of bias and the most encouragement combined with a strong historical presence of women in the "pipeline". Does there exist a "glass ceiling" in independent education or are there other factors complicating the career paths, decisions to pursue a headship, and potential reasons why women would not want to pursue this position? Are female self-selecting out of the process for other reasons that are gender specific? Is this reflective of other national trends and demographic profiles with women in corporate leadership?

Traditional leadership models within independent schools are being tested and challenged as the nature of the position becomes increasingly complex and concurrent changes in gender roles, family structures, and leadership stereotypes occur. The question arises whether women and men are looking at the position of head of school with a greater number of reservations, given the nature of the position, and whether there are gender specific differences in the way they decide whether or not to pursue this position. Are there external barriers, in addition to the perceived negative impact of the position, that are presenting obstacles for women in choosing this career path? Or are there more internally derives obstacles that are leading women to self-select out of the process? Assuming a traditional leadership position implies sacrifice, isolation, relinquishing time and relationships with others, and assuming a symbolic role that is different from oneself. The ideal of leader as servant, in this context, is more frequently viewed by women as leadership as sacrifice - and sacrifice implies losing what is traditionally most significant to women in terms of psychological sustenance: their relationships with others. Do women in searches project these reservations more often than males and as a result look weaker to search committees looking for the firm, decisive leader ready to take charge? Why do most men prefer to have their spouse involved in the same school whereas women most definitely do not? Is there a difference in the way men and women view this position, the obstacles along the way to pursuing it, and finally, the repercussions that it has on one's life? Is the dearth of female leadership a more complex issue than simply the result of women not being in the pipeline long enough?

This research project is an attempt to identify differences in the way male and female administrators and heads of NAIS schools view this position and approaches toward career paths leading toward being a head of school. It attempts to identify the barriers perceived by both males and females, including their perspective of the impact this position would have on one's life and whether in fact common themes emerge in light of this position and getting through the barriers. It attempts to address the issue of whether there still exists a glass ceiling in independent education according to the respondents, and why they think there are so few female heads of schools. In the process of identifying barriers to women in this profession, both externally and internally imposed, it presents in Part II advice from female heads of schools about getting through these barriers.

II. Background - National Statistics and Trends in Female Leadership

Corporate America

"Today, women make up nearly half of the U.S. labor force, more than half of students earning bachelor's and master's degrees from U.S. colleges and universities, 40 percent of law graduates and one-third of MBA recipients." (Catalyst, 1996) However, progress for women in the area of corporate leadership has been "steady and uneven" according to a recent study conducted by Wellesesely Center for Research on Women, "Women in Corporate Leadership: Reviewing a Decade's Research." Barriers to women in corporate America in this report are further explored in a research project entitled "Women in Corporate Leadership: Progress and Prospects" conducted by Catalyst this year. There are currently 2 percent of senior executive-level officers and 3 female CEO's of Fortune 500 companies in the United States. "As late as 1994, among Fortune 1000 companies, only 3 women held CEO positions. Jill E. Barad's appointment as CEO of Mattel, effective January 1997, ironically increases those female CEO ranks by 25 percent."(Welleseley, 1996). Despite the growing interest and demographic shifts in qualified female professionals, corporate America is struggling to attract and hold onto strong female candidates. "With few exceptions, corporations have not succeeded in eliminating structural and attitudinal factors that impede women's advancement to leadership roles. Cataylst's research within individual companies, as well as our large-scale national studies, show that most barriers are not intentional. Rather they are the consequence of unexamined assumptions about women's career interests and capabilities and unquestioned policies and practices that pervade the corporate culture." (Catalyst, 1996)

It is interesting to note that while the presence of females is so slow to increase within corporate American, women-owned business are growing at a rate far exceeding those of males. "Women-owned businesses rose 57 percent from 1982-1987, providing an alternative route to organizational leadership. In the year 2000, the U.S. Department of Labor projects that women will own 37 percent of all sole proprietorships." (Welleseley, 1996) According to the National Foundation for Women Business Owners, "In 1995 women were starting businesses at twice the rate of men, contributing over 1 trillion dollars to the economy and employed over 35% more jobs in the United States than Fortune 500 companies provided worldwide." This data presents a compelling suggestion that women are choosing to start their own companies rather than try to fit into traditional corporate America. In a survey of NAWBO business owners, the biggest reward for owning one's own company was "being mistress of one's own fate"; the greatest challenge is "being taken seriously".(NAWBO, 1995).

Politics

"Between 1776 and 1976, men outnumbered women 1,715 to 11 in the US Senate. There were 9,591 men and only 87 women in the House of Representatives during the same period. And until Sandra Day O'Connor was appointed in 1981, no woman had served on the U.S. Supreme Court. Finally, 507 men and a mere five women served in the President's cabinet during the those two hundred years. The proportion of women in state legislatures, which increases approximately 1 percent per year, reached about 18 percent as a result of the 1990 elections."(Cantor and Bernay, 1992). The Center for the American Woman and Politics at Rutgers University estimates that at the current rate at which women are being elected, it will take 410 years before the proportion of women in Congress equals their percentage in the overall population. (Cantor and Bernay, 1992). Again, progress is slow and uneven.

Public Education

Although women continue to represent the majority of teachers in both public and private education, the representation of women in school administration is strikingly disproportional. One would assume the educational profession in particular would lend itself to greater female representation given the numbers historically in the profession and the sociological trend for more women to enter this profession than men. In spite of the weight of traditions that support women entering in this profession, their paucity in leadership roles is startling. In a 1992 publication by the American Association of School Administrators, Women and Minorities in School Administration: Facts and Figures 1989-90, there were only 4.6% female superintendents compared to 91.6% males holding this position. In principalships, 65% were held by men and 20.6% by women. (Schmuck, 1993). "In a country where 71% of all K-12 teachers and 88% of elementary teachers are female, it is more than curious that by 1993, only 7.3% of superintendents, 24% of assistant superintendent, and 34% of principals are female." (Shakeshaft, 1993 in Introduction of Schmuck). Educational administration, in public schools, is not representative of the pool from which administrators come, either in terms of gender or race. In an article entitled, "Mentoring in Educational Settings - Learning from the Field", Lynch (1993) notes "Data collected by the U.S. Equal Employment Opportunity Commission show that though female educators outnumber male educators two to one, almost 80 percent of all principals are males. Less than 10 percent are men of color, and approximately 5 percent are women of color."

NAIS Statistics

According to NAIS Statistics 1996 (Volumes I and II), 28.8% of NAIS "Heads of Schools" are females and women represent 18.3% of "Presidents". Of the 236 female heads of schools, 173 of these are in coed schools, 62 in girls schools, and one listed in a boys' school. In 1995-96 and 1996-97, women in schools held 23% more administrative positions than men. However, there were more males in assistant head and associate head positions while women held a higher percentage of positions as lower school heads (84.5%), development officers (71%), admissions directors (71%) and alumni directors (76%). In virtually every school regardless of size, female teachers outnumber male teachers by roughly two to one. Out of all the teachers in NAIS schools, females represent 63.8-66.5 percent in all schools while males represent approximately 35% in school teacher populations. Female administrators comprise 55.6 percent in coed schools, 86.2 percent in girls schools and 24.2 percent in boys. Given the numbers of females in teaching and administrative positions, the low percent of female heads of schools parallels other national trends in corporate America, politics and public education.

Although there is limited research concerning women and leadership issues in independent schools, a survey was conducted in 1994 with 54 female heads of schools identifying causes of a "glass ceiling" (Leonard,1994). This masters degree study at Dartmouth identified the following "barriers" for women pursuing head of school positions in independent schools: 1) credibility (women generally viewed as less competent), 2) pressures about raising children, 3) lack of mobility, 4) lack of access to networks, 5) a biases selection process, 6) bias of trustee board and consultants, and 7) double standards with leadership issues for females. Although Leonard's study provided no proof of women self-selecting out of the process, there was compelling anecdotal evidence to suggest that this was happening and that it warranted further study.

Given the dearth of females in leadership positions across society, many questions emerge about barriers preventing women from attaining leadership positions in addition to other, more subtle factors affecting women in their career paths, choices, and perspectives on the impact of being a leader on their lives. This study attempts to identify these barriers as perceived by administrators in independent schools and divides the types of barriers into two realms: external barriers or "glass ceiling" factors (that require social and/or institutional change) and internal barriers as "those that can be overcome by individual change" (Shakeshaft). Its intent is to identify areas where males and females might differ about their views and pursuit of this position. It looks at trends in female leadership at independent schools as a sample population that potentially reflects larger societal trends in public education and corporate America. Its purpose is to further identify what is holding women back.

III. Methodology

200 self-administered surveys were sent to a purposive sampling of male and female heads and administrators of NAIS schools with an equal distribution among the four categories (male, female, administrators and heads of schools). In the first round, 150 surveys were sent with a cover letter and 60 respondents replied for a 40% response rate. A follow-up set of 50 surveys was sent and this round yielded 19 respondents for a response rate of 38%. The second group of mailed surveys were sent to people recommended by respondents from the first group as educators who were interested in this type of study and would want to contribute to the study. Out of the 200 surveys

mailed in two rounds, 79 responded for a rate of 40%. Included in this group were 11 interviews conducted by phone as a follow-up to the written survey. In addition to this group, 27 in-person interviews were conducted for a total of 106 responses from the total survey number of 200. The final response rate overall for those surveyed was 53%.

Chart #1 - Survey Responses 1996-1997

	Male	Female
Administrators/Assistant Heads	18	25
Heads of Schools	30	34
Totals	48	59
Total Administrators	**43**	
Total Heads of Schools	**64**	
Total Surveyed	**107**	
First Round Response Rate	40%	
Second Round Response Rate	38%	
Total Response Rate	53%	

Three different surveys were used in this study and developed over a year's time. (See Appendix) The survey sent to administrators differed slightly from the survey sent originally to heads of schools. Some questions overlapped in specific content while others were worded differently in light of heads looking in retrospect at their career paths rather than forward. As similarities became evident among responses from both administrators and heads of schools, the head of school interview protocol was changed slightly to explore new questions. After the results yielded clear barriers, both internal and external, and indications why there were so few female heads, the survey was changed to focus on how female heads successfully *overcame* these barriers and what advice they would give to other females aspiring to this position. The interview protocol established to explore these issues was oriented toward interviews with female heads of schools addressing the internal and external barriers confronting women, concerns of women aspiring to these positions, and issues concerning the impact of this position on one's life.

The survey responses and interviews have been kept confidential although participants agreed to allow quotes from their surveys to be used. The text of the research is based on these quotes and perceptions of the male and female heads of schools and administrators. The comments are the voices of the people responding and reflecting the opinions of this group. During the course of the first round of surveys, a respondent pointed out that the use of "spouse" was exclusionary and the term was

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changed to "partner" as a result. It was interesting to note that 93% of the male respondents were married with the exception of three men: one was single, one divorced and the other was a widow. Out of the female respondents who answered questions concerning martial status 73% were married, 15% divorced, 9% single and 2 women were widowed.

PART I - RESULTS OF THE SURVEY

I. Do you Want to be a Head of School? (Administrators)

Out of the 42 responses to this question, male and female administrators responded equally with "yes" and "no" answers. However, there were five times as many females who said "I don't know" than males in response to this question. In describing their greatest fears, concerns and perceived drawbacks to being a Head of School, administrators listed the following top reasons: 1) lack of time with family, 2) lack of personal time, 3) having to play a figurehead versus being myself, 4) overwhelming, exhausting nature of the position, and 5) isolation - loss of connection with faculty and students.

II. What are your greatest fears, concerns, drawbacks to being a Head of School?

In response to this question, males and female administrators list similar concerns in terms of impact on time with family, lack of personal time, stress, and isolation. However, there are two interesting differences: "impact on relationship with spouse" for females is listed separately as a concern from "impact on family" or lack of time with family. Impact on "relationship with spouse" is never mentioned by male administrators as distinct from impact on family. "Being a figurehead versus myself" figures far more prominently with women than with men and is listed almost three times as often.

Responses from heads of schools yielded very different responses. Female heads are far more concerned with "isolation", "loss of connection", and the negative effect the job has on relationships than they are with "failure" which is the top concern for males. For women heads, the top four fears, concerns and drawbacks have to do with relationships with spouse, family, colleagues, isolation, alienation or loneliness. Not one female mentions "failure" as a fear or concern - nor fear of the school closing although one mentions a concern to "stabilize the school especially with faculty" and one mentions concern of "failing because it's such a public job". Male heads list "failure" as their primary fear or concern and their top five concerns have to do with job performance, skills, and expertise. In contrast to females, males' greatest concerns and fears were not relationship-oriented but performance-oriented. Females list "insufficient skills" toward the bottom of their concerns and males list "family life would suffer" toward the bottom of their list of concerns. The four greatest fears, concerns and drawbacks to being a head of school are completely different for male and female heads of schools.

In the combined responses, the responses from women indicate a far greater concern with isolation and loss of connection with others as a result of this leadership position. The top concern for females is isolation and loss of connection. The second greatest fear is about the negative impact this position would have on their relationship with their spouse, partly because it would involve changing roles in a relationship where they have always been supportive of their husbands' careers. For females, the top five concerns, fears, and drawbacks have to do with relationships suffering as a result of assuming this leadership position. Without question, females are concerned foremost with the isolating effect this position would have on them personally and the negative impact it would have on friendships, connections with students, relationship with family, and relationship with one's spouse. Fears and concerns about being in a leadership position are tied with isolation, loss of connection, damage to relationships and losing relationships.

The next greatest concern, interestingly enough, has to do with being a figurehead versus being oneself in this position. Women have a much greater concern about "acting a role", "being a figurehead/persona that is not myself" or "needing to have a public self that is different from my real self". There is a fear of needing to disassociate from an authentic self in order to play the role of leader which is a role different from oneself. One questions whether this split relates to the developmental split that occurs with females in preadolescence (Gilligan, 1982), feeling like a fraud when put into public positions (McIntosh, 1989), or needing to play a "role" because of the traditional, social view of what a leader is and that model being very different than natural ones for women.

Chart # 2 - What are your greatest concerns, fears and perceived drawbacks about being a Head of School ?

Administrators

Male	**Female**
1. Lack of time with family	1. Lack of personal time
2. Lack of personal time	2. Being a figurehead vs myself
3. Stress	3. Lack of time with family
4. Isolation/alienating faculty and students	4. Overwhelming nature of job
5. Conflict between board and school goals	5. Isolation/alienating faculty and students
	6. Impact on relationship with spouse

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Chart #3 -Greatest fears, concerns, and drawbacks.

Heads of Schools

Male	Female
1. Failure - school would fold	1. Isolation/loss of connection
2. Insufficient experience/knowledge	2. Impact on relationship with spouse
3. Exhausting/overwhelming nature of job	3. Losing friends/trust of colleagues
4. Lack of financial experience	4. Lack of time with family
5. Fundraising	5. Lack of Financial Experience
6.	6. Fundraising

Chart #4 - Greatest fears, concerns, drawbacks.

Combined Responses

Male	Female
1. Failure	1. Isolation/loss of connection with students faculty/losing friends
2. Impact/lack of time with family	2. Impact on relationship with spouse
3. Isolation/loss of connection	3. Impact/lack of time with family
4. Exhausting/overwhelming nature	4. Lack of time - personal
5. Insufficient knowledge/experience	5. Being a figurehead vs myself
6. Lack of time - personal	6. Overwhelming nature of job
7. Stress	7. Insufficient skills
8. Lack of financial experience	8. Lack of privacy/private life
9. Fundraising	9. Fundraising

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The following comments, made by female heads and administrators, reflect their concerns about the impact this position would have on their relationships and connections with others.

"It wasn't something I was eager to undertake - I looked at my predecessor and I knew what it had done to her life"

"It can be lonely at the top"

"Being a head is a huge sacrifice - I would never have done it for personal advancement reasons - I would never have done it if I knew my family would fall apart."

"It means distancing from what a school is really about - loss of contact with people and what they're achieving."

"It's hard for men when you're the one in a leadership position."

"I was afraid that it would intrude on my relationship with my husband."

"I was afraid I would lose my husband through overworking."

"I would be torn because of my personal sense of well being."

"Demands on family time. Expectations to do it all, right now, every time. I think schools place unrealistic demands on heads."

"It's taken me a long time to feel OK about using my own leadership style."

" I have doubts about wanting the job because of sacrifice, and the impossible nature of the job: It doesn't look that rewarding in some ways - pressures become so divergent you can't necessarily have the impact you want. Raising money becomes such a major focus. "

"I think isolation may present the greatest specter of all for me."

"My biggest fear: it would take the fun out of working. Concerns: more difficult than faculty are parents' values - especially when they're different from the school - pressure to make school something other than what you want it to be."

"I would be afraid of losing my soul."

Comments from males in the survey reflected more of a concern for failure, being fired, and whether they had enough experience and expertise to meet the unrelenting demands of the job:

"I thought I had to be so smart and always sensitive and always on and that I wouldn't be able to do it and I'd get fired. It's not as hard as I thought - people's expectations weren't as high as I feared."

"My biggest fear was failure and lack of decisiveness - that I would use the Quaker process as an excuse to delay in making decisions."

"I was afraid at first that the school would close and I would be fired. It was less likely I would be fired because they fired the former two heads before me ... you have to stop doing that at some point."

"It's simply an impossible job particularly to match the external expectations and demands -I was afraid the whole pressurized situation might delete the commitment."

"If the school would remain financially solvent long enough to have enrollment turn around"

"My greatest fears/concern was that I couldn't handle the numerous demands of the job, that I didn't have the presence for it, that I would get fired."

"Fear: being totally consumed by the job at the expense of my family."

"I think there would be lasting emotional damage if I were to fail at it."

"I would become a workaholic, never see my family, and constantly feel torn and exhausted - plus there's no relief from the politics."

III. What do you see as the greatest obstacle to becoming a head of School?

This question asked administrators what they thought were the greatest obstacles to obtaining a head position and asked heads of schools what the greatest obstacles *had been* for them. It is interesting to note that females listed three times as many obstacles as males and that many males did not respond to this item on the survey. The lack of response was not included or interpreted as "no obstacle". Where "no obstacle" is counted, it is because respondents actually wrote or said there were no obstacles for them. Female administrators listed as their primary obstacle "my own unwillingness, self doubt, and ambivalence" followed by a "self-imposed obstacle because of relocation". Males responded with "lack of degree" and "lack of professional experience" as their top two responses. Females mentioned self-imposed obstacles or internalized obstacles seven times more than males in the survey. Two other obstacles mentioned by females and not males were: 1) bias against them as women and 2) conflicts with raising children.

Heads of schools responded in a similar way. *Female* heads of school also listed as their greatest obstacle a self-imposed, internalized one: "lack of confidence and own doubts" which is also mentioned by male heads of schools but at half the response rate. Beyond self doubt, female heads of school mentioned two other obstacles that were greatest for them which were not mentioned by male heads of schools: 1) relocation and spouse's lack of mobility and 2) balancing the job with family.

The first three obstacles listed by female heads of schools are self-imposed ones relating to ambivalence, issues surrounding relocation and balancing the job with family. The first three obstacles listed by male heads of schools are as follows: 1) none, 2) age (too young) and 3) lack of experience. It is interesting to note that the obstacles listed by females heads are internal whereas the obstacles listed by male heads of schools are external in nature. "Lack of confidence" for females is on the same level as "lack of experience" for males in terms of number of responses.

In combined responses, obstacles for males and females are further differentiated. The top three male responses are: 1) none, 2)lack of professional experience and 3) bias of search committees. The top three female obstacles are: 1) own unwillingness, self doubt, lack of confidence and ambivalence, 2) bias of search committees and 3) relocation issues.

Both males and females perceived the "bias of search committees" as an obstacle against them if they do not fit a "traditional" model. Females see discrimination because of being either "female" and "too old". Men see discrimination as a result of "being single or without a traditional family picture with children" and "too young". Two obstacles are listed by females and are never listed by males as obstacles to obtaining a head position: 1) Relocation and 2) conflicts with raising children.

There is a clear difference between the obstacles perceived by women and those perceived by men. Women internalize obstacles which are felt as self-doubt, ambivalence, and lack of confidence. Moreover, their next greatest obstacles revolve around relocation issues and conflicts with raising family and children. Men see obstacles in more objective terms rather than internalized obstacles. The one area where male and females overlap is a consensus about the bias of search committees looking for a "traditional" head of school picture: a married male (who is not too young) living with his spouse and children.

Chart #5 - What do you see as the greatest obstacles in attaining a Head of School position?

Administrators

Male

1. Lack of degree
2. Lack of professional experience
3. Lack of interest, own unwillingness
4. None
5. Relocation

Female

1. My own willingness to do it/self doubt/my own ambivalence
2. Self-imposed = relocation
3. Bias against females/closed old boy network
4. Lack of experience
5. Conflicts with raising children
6. Finding the right match
7. None

Chart #6 - What do you see as the greatest obstacle to becoming a Head of School?

Heads of Schools

Male

1. None
2. Age (too young)
3. Lack of experience
4. Being single/Not having children
5. Barriers:
    - Power/people heading search committees
    - Old boy/old girl network
6. Relocation

Female

1. Own doubts, lack of confidence
2. Relocation/Spouse's mobility
3. Balancing job with family
4. Age (too old)
    - time commitment
    - availability of positions
5. Needing to be more public person

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Chart #7 - What do you see as the greatest obstacle to becoming a Head?

Combined Responses

Male	**Female**
1. None	1. Own unwillingness, doubt, ambivalence, confidence
2. Lack of professional experience	2. Bias of search committees
3. Bias of search committees	3. Self imposed - relocation
4. Own unwillingness, lack of confidence	4. Conflicts with family/raising children
5. Lack of degree	5. Lack of experience
	6. None

The following are comments from both males and females about perceived obstacles to becoming a head of school:

Comments from Males:

"Most boards want heads with family - they want the picture to look traditional."

"I wondered whether being a Jewish guy I would get a shot"

"Everyone wants candidates to have the experience being a head but how do you ever get the experience if they won't look at someone without it."

"Independent schools are generally very conservative - their image of a head of school is based on the image of Frank Boyden as headmaster - trustees and parents both have this as the ideal head of school image."

"I think women are more intelligent because they're not going into the position - they care more about what's important and are unwilling to make sacrifices for good reasons."

Female Comments:

"Good old boy network - you're always on the outside looking in - there's a special connection they have through other histories. I probably got the position because it was a "unique school" and not a larger, more mainstream one... since it's a small school with kids with learning disabilities, there was more of a role for a female - they wanted a nurturing person first versus a head of school first."

"It looked like the only positions available were girls schools the first round - I'm not sure to what extent it's clear it's equal opportunity - I'm not sure it is."

"One of the obstacles was my own anxiety about level of commitment since most heads seem to work 80 hours/week."

"I wanted to have a life and it didn't look to me like this job could be combined with a life."

"Many women are much more limited geographically than men."

"I truly believe it is difficult to have a family and marriage where the woman is the most prestigious and public figure. It's hard for men to follow wives in their careers - especially when it involves relocating."

"I definitely self-selected out of the search process. How many female heads do you see who have commuter marriages or are divorced. I see women who are heads with no family life - it's a tremendous strain on a marriage."

IV. View of the Head of School Position

The question emerges as to whether the nature of the head of school's position itself is a deterrent to female candidates and how is this position viewed both in positive and negative terms. Do males and females view it differently and do they have different perceptions about the negative and positive impact it would have on their lives? Do men find the position more appealing, and are they more likely to pursue it as a result? What is the greatest benefit to being a head of school, the greatest drawback, and what would most heads change about the position if they could? Finally the question was asked about job security and whether perceived threats to job security had an impact on one's view of the position as well.

Positive Nature of the Job

Almost all respondents concurred that being a head of school was very rewarding, challenging, fulfilling, exciting and personally challenging. Many talked about the rewards of helping others and being in a position to have a positive impact on the lives of other people. "Personal growth and learning" was also mentioned as a significant benefit of the job along with "the ability to enact one's own vision, strengthen and shape a school and to work with a variety of great people". The nature of the work was

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included: "money", "professional gratification", "career success", "advancement", "status", and "working for a greater purpose." Money and prestige were relatively low on the list of benefits. Almost all respondents viewed this position as an opportunity to help others, strengthen an institution, make a meaningful contribution through enacting a vision and work with a variety of challenges and people. Males and females all saw tremendous personal growth as a significant benefit of the position.

Chart #8 - View of Head Position - Positive Impact on Life

Administrators

Male	Females
1. To enact own vision	1. Personal growth
2. Professional gratification	2. Strengthen/shape a school
3. Money	3. None
4. Helping others/positive impact on lives	4. To enact own vision
5. Act of leading, inspiring, changing creating shaping school's identity	5. Money
	6. Professional gratification

Heads of Schools

Males	Females
1. Making positive difference in schools and lives of people	1. Personal growth, rewards, learning
2. Personal growth, rewards, learning	2. Making positive difference in lives of others
3. Working with great people	3. Working with great people
4. Very satisfying work	4. Tremendous variety in job
5. Broadening scope/view of world	5. Challenge
6. Confidence gained from experience	6. Forced me to develop all parts of self
7. Exciting and energizing	7. Lots of fun and freedom when it works
8. Executing an academic vision	8. Having a greater sense of purpose
9. Development of personal strength	9. Professional relationships/other heads
10. Money	10. Freedom to act on dreams

Combined Responses

Males	Females
1. Helping others/positive impact on lives	1. Personal growth
2. Personal growth, learning, rewards	2. Strengthening/shaping a school
3. To enact own vision	3. Helping others/positive impact on lives
4. Working with great people	4. Working with great people
5. Nature of work: exciting, variety, challenging	5. Nature of work
6. Money	6. Money
7. Professional gratification	7. None
8. Career success/advancement/status	8. Professional gratification
9. None	9. Working for a greater purpose

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Some of the comments females and males made about the positive impact of head of school position has on one's life include the following:

"Ability to draw out constituencies that are beneficial to the school and emphasize them"

"In deep dark moments you have to be able to say one person was helped."

"It uses every piece of me and I like that."

"It's like being out there on the edge...like outward bound - you're tougher, clearer, smarter as a result - it's like a doctorate in education - a lot of good hard mental work - it makes you feel so alive"

"I love this job - all of my strengths have been tested and proved - but it's the hardest thing I've ever done psychologically. I've learned a lot about the psychology of groups - not all of it is reassuring."

"The chance to come to understand and impact the lives of adolescents"

"I'm pretty confident in myself. Nothing is extreme anymore - I know myself, my limitations and leadership style and know I won't get too hurt"

"It's a chance to articulate moral and ethical dimensions of education."

"It's allowed me to see some of my dreams become reality"

Negative View of the Position

Males and females agree that the head of school position involves a great deal of sacrifice and one of the greatest sacrifices is time: time with family, personal time, time with one's spouse, time for rest and reflection, and time for renewal. Lack of time also becomes an issue that relates to the particular demands and nature of the job: there is no time to get everything done and as one head of school put it, "you are constantly in a state of perpetual inadequacy." Stress is mentioned as a high impact factor as it relates to a "lack of relief from responsibility" and moreover to sheer physical exhaustion. Many heads mentioned the challenge of maintaining a high energy level, stamina, "internal esprit" and taking care of oneself, staying renewed, resiliency, keeping it all together, and "sustaining a belief in myself". One of the most common themes to emerge in terms of challenges is the constant demand for time and energy from a variety of constituencies. Time management is a significant issue not only as it relates to balancing one's personal and professional lives, but finding a balance within the job itself. Heads feel constantly torn between the job and their family, internal and external demands, time with school versus time with the board, time spent managing versus time spent leading, and juggling various constituencies at once - not to mention time to do the work versus time to renew oneself in order to keep doing the work. The greatest challenge, mentioned by both males and females was 'balancing the demands of multiple constituencies" and dealing with "conflicting demands": demands that conflict with the head's vision and constituencies whose demands conflict in interest with each other. Two other negative factors were mentioned both as challenges and as an impact on lifestyle: fundraising and isolation.

Chart #9 - View of Head of School Position - Negative Impact on Life

Administrators

Males	**Females**
1. Lack of family time	1. Lack of family time
2. Stress/impact on health	2. Public persona/need to play a role that is not myself
3. Decision making will make people hate you	3. Stress
4. Failure	4. Impact of marriage/relationship
5. Personal sacrifice	5. Personal sacrifice
6. Impossibility of job	6. Impossibility of job
	7. Failure

Heads of Schools

Males	**Females**
1. Loss of time with family	1. Impossibility of job
2. Loss of personal/free time	2. Balancing personal and professional life
3. Impossibility of job	3. Loss of personal/free time
4. Stress	4. Loss of time with family
5. Job becomes priority over marriage	5. Loss of privacy
6. Lack of privacy	6. Stress
7. Isolation - no friends in the community	7. Isolation/loss of friends

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Chart #9 - View of Head of School Position - Negative Impact on Life

Combined Responses

Male	Female
1. Lack of family time	1. Lack of family time
2. Impossibility of job	2. Impossibility of job
3. Stress	3. Balancing personal/professional life
4. Loss of personal free time	4. Stress
5. Isolation	5. Public persona/role not myself
6. Impact on marriage	6. Lack of personal free time
7. Failure	7. Lack of Privacy
8. Lack of Privacy	8. Isolation - loss of friends
9. Personal Sacrifice	9. Impact on marriage
	10. Personal Sacrifice

The following are comments from both men and women about the negative impact this position can have on one's life:

Comments from Females:

"The negative part, I almost want to cry when I think about it. The negative part is I have to give so much during the day that I'm really scared I'm not giving as much as I should to my own family. So that's a hard part of it. But I think that's true for so many positions women find themselves in."

"The negative part is just feeling that because I am such a symbol all the time, it's hard to be a real person."

"People don't see you as a person - they see you as a position."

"Rewards are more internal for this job - not external - there's little praise or external feedback of a positive nature"

"It's a huge accommodation - it's like a marriage."

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"It has made me exhausted - especially about the fundraising thing - establishing relationships with special prospects is too confusing and demeaning for both of us. I'm very good at it but would like to relate also without always asking them for something. I feel uncomfortable building relationships for an ulterior motive and purpose."

"Long hours - you're lucky if you're able to read the daily paper the same day it comes out."

"You are in a perpetual state of inadequacy - it just seems impossible to manage."

"You're unable to lead a sane life."

Comments from males:

"I never have time - I mean I feel guilty for not spending more time with my dog!"

"I have sometimes chosen being a head over being a father."

"I looked at your survey and thought time, time, time".

"I don't feel like I can put down roots"

"There's never any relief - you're always responsible and there's always a potential disaster around every corner - you always have that lingering feeling that the phone could ring anytime just when you're most happy or content."

"There's no win-win situation - if you change the position it would have a negative impact on the school - it either has a negative impact on school or on family - if you're going to do the right kind of job it's going to have a negative impact on your family."

"Most every part of my family and personal life suffers."

"I hardly ever see my wife anymore - and I haven't devoted the time to my kids that I should have because of time required to do the job - I feel bad about it - and have a lot of guilt associated with it".

"There's no time for anything else - it's a serious problem with the job. One's family has to accommodate itself - if unwilling to do it, it's a tremendous emotional drain on a head."

"You have to always put up with people's disappointed looks. The full load winds up on a head's shoulders which is a very clear problem for a head. Even the best, most energetic most capable wind up with their tongues hanging out. "

"It's really an impossible job. The more experience you have the easier it is to deflect all of the disappointed looks - not just board but faculty and alumnae as well. "

"I've had more pain in this job than any job I've ever had. Faculty were highly suspicious of me in the first 2 years - there was a lack of understanding of what being a head was like on the board - the first three years, the chair of the board tried to undermine me every day - had I known it would last that long, I would have left."

"The greatest impact on my life? The fact that it **is** *my life - so much time and energy. There's a negative impact on social lives in terms of friendships. It's eating up me and my family - I knew it was going to eat me up but I worry about what it's doing to my family. That's the huge negative - it takes over."*

"Negative impact on my life? Probably early death due to heart disease."

Many respondents mentioned isolation as a repercussion of this position because of being a symbolic leader and because of lack of time to devote to friendships and develop new ones. The symbolic nature of the position, according to some, contributed to a feeling of never putting down roots or belonging to a community, others projecting roles onto you by virtue of your position, and the isolation caused by having to be a figurehead or public persona that is distinct from yourself.

It is interesting to note that "loss of personal free time" and "loss of privacy" only comes up in head responses and not among administrators - either male or female. The negative impact on one's marriage is listed by male heads of schools and not by administrators; one wonders whether this repercussion is a lesson learned after the fact.

Several heads of schools referred to "the impossibility of the job" as the greatest negative impact on their lives. The "impossible nature of the job" was described in the following ways: "all consuming, depleting, so many demands and pressures that you can't do a good job, lack of down time, exhausting, lack of time for reflection, constantly spread too thin, too many demands at once, too much responsibility for one person, emotional and psychological demands, sheer physical exhaustion". In survey responses, there was a unilateral agreement about the four greatest negative impacts this position has one one's life: 1) lack of family time, 2) "impossible nature of the job", 3) stress and 4) loss of personal free time/challenge of balancing professional and personal life.

Both male and female heads made the following observations:

"It's permanent whitewater."

"On a bad day, it's like a Fellini movie - sometimes I think it's not possible to sustain any more blows."

"It's a real courtship - a real relationship - it's like dancing - having dates, getting mad, getting through it, getting mad again... like a relationship or marriage."

"You kind of feel like a prizefighter - people always hitting you - but you have a lot more than just one opponent. As soon as you're hit once, another one comes from a different direction with no time to recuperate."

Some female heads of schools referred to added demands on them because of gender stereotypes, expectations, and double standards:

"They want me to be the head and the head's wife. I would be at a school football game and mothers would be preparing the tea and cookies for afterwards and they'd be miffed at me for not helping. The former head's wife always made cookies - they wondered at first why I didn't".

"At one event, someone asked my husband where I was - surprised that I wasn't there as head of school. He looked at her and explained that I was actually somewhere else working for the school doing fundraising."

"The school still wants me to fit into a mold - earth mother is one. No one says the words, but there are different reactions to my doing things that men would do as business as usual (ie. talking about finances and the budget, firing someone)."

When asked what they would change about the nature of the position if they could, a surprising number of heads of schools responded by saying "nothing" or that they would have to change themselves and not the job; some pointed out that they had the power to change their jobs by virtue of their position. The changes most would make involved increased delegation, spending more time with family, and finding a better balance between their personal and professional lives. Other changes listed included more time and resources for support of others in the school, increased delegation among administrators to widen the load of responsibility, time to educate the board, time for reflection, and time to get the job done. Again, the lack of time emerges as a significant challenge as well as a negative about the position.

Chart # 10: What would you change about this position if you could?

Male Responses

1. Nothing
2. Things in me - not the position - I'm in the position to change it - delegate more, find better balance between job and personal life
3. Too many responsibilities for one person/always being responsible for everything
4. Number of hours in the day
5. More time and requirement to educate the board
6. Education is becoming more of a business than education - I'd like more education on law and contracts
7. More time for reflection/planning reading/studying

Female Responses

1. More resources for administrative support - (to lighten load and better support everyone)
2. Internal - ability to find balance with demands of various constituencies with own need for personal time and time with family
3. More time for faculty development
   to observe teachers and engage in discussions with teachers
4. Nothing
5. Public persona of position (lack of privacy)
6. Long hours
7. Longer 2-3 year contract

Male and female comments about changing the nature of the position:

"The old myths have to be eliminated. We are CEO's of small companies - I'd like to return to the concept of Headmaster as master teacher versus 90's approach of "MBA heads" or "heads as managers."

"One would have to change human nature."

"Make teaching a class a realistic possibility - or necessity.

"Less fundraising, and a less issues around enrollment numbers."

"More staff and administrative support."

"Provide a greater sense of job security; be able to feel like I can settle into my community and perhaps put down roots rather than feeling like something of a visitor."

"What I really need is a personal assistant to take care of house, dry cleaning, cleaning, travel arrangements etc."

"Greater understanding on the part of others for the multiple demands on my time."

"Funds and ability to create more of a team to bear the weight of the responsibilities."

Chart #12: What do you see as the greatest challenge in this position?

Males

1. Management: balancing multiple demands of multiple constituencies /trying to keep everyone happy, satisfying multiple constituencies without sacrificing integrity
   Faculty/personnel management
   Balancing need to manage with need to lead
   Getting all constituencies to work together for common good/goal

2. Time management:
   Lack of time/more personal time
   More time to work with board relations
   More time for work - feeling like I'm never finished - plate always overloaded with tasks, never enough hours in the day

3. Fundraising
4. Keeping up the pace/adequate stamina/energy level/internal esprit
5. Impossibility of job
6. Enrollment
   Security for students in seductive world
   Economic viability
   Keeping confidence of the board
   Keeping board focused on big picture rather than day to day
   Legal issues

Females

1. Management - total complexities of multiple constituencies/balancing conflicting needs and demands
2. Finding a balance between personal and professional life
3. Staying renewed/resiliency/keeping it all together , sustaining belief in self, truth to self ,taking care of self
4. Fundraising
5. Public relations
6. Knowledge of fiscal realities
   Maintaining perspective
   Faculty resistance to authority and change
   Being a female and having to prove yourself 200%
   Adapting to a new culture

Strengthening a school that was dysfunctional. To be able to shape a school from the broad perspective to knowing the details of the internal - need to create a balance without micromanaging or letting personalities run the school

One of the ancillary themes to emerge was a look at changing the traditional model of head of school to be more inclusive and share more of the head of school's responsibilities and burdens. Some heads of schools mentioned the idea of "widening" and "flattening" the traditional hierarchy and giving administrators (particularly in schools where there are different divisions) more autonomy and authority. Others mentioned the idea of "job sharing" whereby two heads of schools would coexist and run the internal and external components at the same time. One head of school noted:

> ***"It's caused me to give a lot of thought to job sharing. We are expected to know everybody - to be the arbiter of good taste and good judgment for parents and alumni and maintenance staff, and then add faculty and students, and you've got the whole educational leadership component and then you've got to be out there - and I think most of us have a right handed person but that person isn't really an equal ... at least not in terms of perception ... I would wonder whether there would come a time when there will be two heads of an institution - one for internal and one for external affairs - and I think there's a lot of merit to that.***
>
> ***"I think the two people have to be hired together - you can't have one working for the other - they have to be paid on the same level. I think it's just going to be getting harder and harder to find people who can do both the internal and the external piece - for schools from kindergarten through upper school you have such a range. How many of us have that kind of background and ability?"***

V. Greatest Threat to Job Security

Although no one mentioned the Board of Trustees as part of the "impossible nature of the job", trustees are without question the greatest threat to the job security of heads. Over 60% attributed working with a board as the primary threat to job security and/or the greatest *perceived* threat. The top three most commonly cited reasons are: "arbitrary or poorly governed boards", "board turnover" including turnover of the board chair and "board members with private/personal agendas causing political factions". Beyond these very common responses, the following problems in working with a board were cited: 1) failure of board to support head, 2) unrealistic expectations of the head, 3) boards trying to run schools and micromanaging, 4) boards succumbing to pressures from parents, 4) "the fact that boards are potentially capricious and that a crisis can happen at any time in spite of excellent management and a strong record", and 5) "a board's tendency to fire when crisis occurs".

Other areas that were mentioned as threats to job security included: "faculty, uncertainties of market and impact on enrollment, fiscal mismanagement, the volatility of pleasing multiple constituencies whose demands often compete with each other, fundraising ability, miscommunication, exhaustion, and the pressures of managing people. Also mentioned, but far less frequently were: performance issues, financial instability of the institution, and not fitting in with the school ethos. Several respondents made the following comment in response to this question: **"There *is* no job security".**

Chart #13 - Greatest Threat to Job Security

Combined Responses

1. Arbitrary/poorly governed boards
2. Board turnover/chair turnover
3. Board members with private or personal agendas - political factions
4. Board with unrealistic expectations/ inexperienced or uneducated boards
5. Failure of board to support head/poor relations with board
6. Board members listening to someone negative/pressure from parents
7. fact that boards are potentially capricious and that crisis can happen at any time despite excellent management and strong record (tendency to fire when crisis occurs)
8. Boards trying to run schools/intent on micromanaging
9. Lack of regular evaluation by the board

Non board - related threats:

1. Faculty
2. Uncertainties of the market place/enrollment
3. Fiscal mismanagement
4. Fundraising ability/constant need to raise money
5. Miscommunication

   Pressure of managing people

   Exhaustion

   "The volatility of pleasing multiple constituencies whose demands often compete with each other"

In response to the question, "What do you want this survey to communicate to your board?", almost all heads answered: "an understanding of the Head's position." This is not surprising given the previous responses about Board of Trustees posing the greatest threat to job security.

What do you want this survey to communicate to your boards?

Comments from males and females:

"An understanding of our culture, what it's like to be a head and the struggles/pressures we face"

"What the major issues are."

"That we need to be paid more"

"It's a practically impossible job"

"I have never had a year where I felt my job was secure."

"People can't continue at this pace without burning out"

"Boards should require you to spend more time with family and self - we don't *take the time because we feel the institution needs us."*

"Treat your head well. Try to make it possible to last 10 years"

"Their understanding of the change in heads' roles."

"That being a school head is even harder than the most understanding board believes it is."

"The variety of approaches people have"

"Don't interfere."

"Need to support the head and need for a truly team approach"

"Their importance to me"

"That compensation must be extraordinary (and include child care and housekeeping)"

"Appreciation"

"Boards have unrealistic expectations - not attainable by human beings"

"More thought about what to do with male spouses - importance of open dialogue"

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"Need to recognize the head as a complete person - not a resource to be worked to death by school."

"That they need to be there for a head."

"How hard the job is."

"The intensity and demands as well as the extra scrutiny women heads of school experience."

That competent, capable women in leadership are not an anomaly and that they should be compensated equally to men."

"We're like CEO's of small corporations - Like us they work at nights and on the weekend - the main difference is they are paid 4-5 times the salary in order to help manage the stress and to reduce pressure. The different level of resources might enable heads to resolve issues concerning family life and personal life."

"Most people don't understand what heads do - including the board - I'm not sure it's a healthy thing for a school to have a stoic, all-powerful leader who never shows pain for problems - then again, you don't want someone walking around all the time with his head between his shoulders - but I don't think it's bad for people to see that once in awhile."

"There aren't a lot of useful models for heads to follow - corporate or political. It's an extraordinarily complex enterprise - when I asked a chair of the board of a small company what performance is based on/what qualities they look for, he said 'the ability to make money'. With us, there's no clear answer like that.

When asked "What do you want this survey to reveal to *you* as a Head of School?", almost every head responded by saying the following: "that others feel this way about the position", "I'm not alone", "what others think", and "that others think the same way".

VI. Involvement of Spouse/Partner

Out of all the questions asked in the survey, this one evoked the greatest disparity between male and female opinions. In fact, the opinions of males and females in response to this question are diametrically opposed, which raises some interesting rhetorical questions about why this is.

The question about whether one's spouse is involved with the same school arose within the first few interviews as a very definite difference between male and female respondents. Although it originally surfaced as anecdotal, it was then added to the survey as a formal question. The question asked of heads of schools was: "Is your spouse involved with the same school?" (spouse was changed to "partner" mid-way); for assistant heads the question was: "Would you want your spouse involved in the same school if you were head of that school?"

Chart #14 - Is your spouse involved in your school or would you *want* your spouse involved if you became a head of school?

		Male	**Female**
Assistant Heads			
	Yes	14	4
	No	3	17
Heads			
	Yes	19	4
	No	9	24

Spouse Involvement/Partner	**(Males)**	**23 yes**	**11 no**
Spouse Involvement/Partner	**(Females)**	**8 yes**	**41 no**

Females emphatically responded that they did *not* want to have their spouse involved in a school where they were the head. Males were *equally* emphatic about *wanting* their spouses involved. The following comments suggest some of the reasons why men and women differ so strongly on this topic; however, many of the underlying reasons are very subtle, having to do with traditional family models, socialization in gender roles, and some very personal stories where the dynamic with both spouses working together did not work out. Comments as well as the topic itself points to issues caused by gender stereotyping and gender role expectations in a very traditional sense. This is not to suggest that all males or all females in this survey share these opinions; rather, the opinions expressed by those interviewed point out their perceptions of gender stereotyping and expectations from their positions.

The obvious question that arises from this survey item is: Why do men want their spouses involved in school and women do not? Why is there such a great disparity in response to this question? Male respondents to this survey reflect an historically traditional model of headship whereby the head of school is a married man with a wife and family who are present and in most cases also involved in his school. The Frank Boyden image emerges here again as a very traditional model. In some cases, one would suspect boards were looking for couples who *fit* this model as the perceived model for success. The wife of the head of school assumed duties within the school and in many cases had no career or professional interests or at least none outside the schooo. In other instances, the wife of the head of school is paid by the board for "duties and responsibilities"; these "duties" according to male head respondents include: "entertaining, decorating, overseeing some school functions, attendance at school events, attendance at alumnae and trustee events, and overseeing household affairs and guests who stay in their house." Men in the survey wanted their spouses to be involved for support, obviously to help with other responsibilities at the school, to help with responsibilities associated with being the head of school, and to have their spouse's presence as support in and of itself.

Males responding to this question had the following comments:

"Her support would be necessary."

"Her involvement in the same school? I could write a book."

"Absolutely - her involvement would be essential."

"What kind of impact would she have if involved in the same school? Roughly the same as Hilary Clinton's."

"She goes to a lot of functions and is presumed to be a member - it's been very hard for her to be a head's spouse - time commitment and my intense focus on job - sometimes she uses it as an excuse to not work on other areas of our relationship."

"She works part-time in development, events, is in charge of flowers. She has an aesthetic eye - goes to social occasions but has own job too."

"She is compensated by the board for all the work she does that in most schools is not recognized."

Women in the survey had a much different response and range of responses to this question. Women, contrary to male respondents, preferred *not* to have their spouses involved because they felt it detracted from their positions, either literally or in a way perceived by others, rather than being supportive of it. Again, socialized gender roles are reflected in the difference in responses here. Most comments by females ranged from acknowledging their spouse's lack of interest, to an agreement that they would "take turns" professionally, to comments reflecting an adamant opposition to their spouse's involvement.

Comments from women:

"We've always done different things."

"My husband is supportive of my work but not especially interested in attendance at events."

"Each year I say you get to choose three events, and it's usually one fundraising event, one university event and one basketball game."

"If I were a female head, I think my spouse's involvement would have less impact as a male. I suspect lack of involvement of spouse would be viewed as a negative."

"I wouldn't mind having him involved."

"My husband and I take turns with jobs and locations - I know his turn is next."

"It's hard on him because he doesn't always want to talk school."

"Few women heads have the support of their spouses that male heads have of theirs."

"I wouldn't want my spouse involved in school (husband). I wouldn't like it."

"I would fear I wouldn't be as much of a leader if he were around - tendency to acquiesce."

"You shouldn't have to have a spouse involved with a school."

"Don't have your spouse in the same school if possible."

"I hired my husband for a year to teach - the faculty were very threatened and angry - after a year, he changed jobs."

"Relationships where it works the best usually are when the male is totally separated from the school. The position of the "head's wife" is no longer a viable role."

"If the school wanted his involvement in some way, I wouldn't take the position."

On the surface level, most men would neither fit nor want to assume the "wife of the head of school" role either intuitively or logically because of the different gender expectations. Aside from not wanting to perform these duties, there is another subtle layer of socialized role expectations that would make it appear odd for a man to assume this role. Quite apart from not being a traditional family model, it would contrast sharply with perceived expectations. To take this one step further, many females commented that the reasons they don't want their spouses involved is that they don't know how to be supportive. This was not meant as a criticism but rather an observation in terms of the different ways men and women are socialized; "most men haven't been socialized to play the supportive role they way women have. When we're in a situation at school, his presence detracts from mine as head of school rather than supporting or enhancing it. He just doesn't know how to do that the way I do - and most women do."

"Men just aren't able to play the supportive role the way we've been trained and socialized to in a similar situation. When I'm with my husband at a business meeting I know how to be supportive. When he's with me, he doesn't. People defer to him and it looks like I do too. He doesn't know how to play the supportive role when it's my arena."

"I never appear in public with my husband as head of school - it appears as if you defer to him too often regardless of whether it's true or not."

Females also mentioned that regardless of their spouse's ability to be supportive, others perceived them as acquiescing and deferring to their husbands in social situations whether or not this was actually the case. As a result, others' perceptions of them with their spouses detracted from their authority as head of school. Other women felt that their spouse detracted from their personal sense of being in their own realm or "sphere" and for personal reasons felt their spouse's presence detracted from their *own* feeling of leadership and empowerment.

"I want my own sphere, we've always functioned that way. My power sphere would be lessened if he were involved - he knows too much - behind the stage stuff. I want to feel my own sense of power and individuality in my own role."

For many female heads of schools, having their husbands work for them caused problems in their marriages. What started out as a positive situation, in terms of both working together in the same school, turned into a negative. Hence the number of comments advising females not to have their spouses involved if possible. Several mentioned that regardless of their own understanding, their husbands resented working for them given an implicit hierarchy in the school structure. Others mentioned it was hard on their husband's ego that they worked for their wife and that others perceived them as subordinate.

"Based on my experience, I would not want my husband to work in the same school."

"Having my husband work at the same school created major ego issues for him. It's hard for men - easy for them to be supportive when you have parallel careers but not when your career exceeds his - it was a real tightrope at home."

" There is no win/win for women - but don't have your spouse in school if possible."

" You shouldn't have to have your spouse involved in school - mine was initially but quickly found he did not like working "for me" - there was a subtle hint or projection of hierarchy - that created an uncomfortable dynamic"

"My husband resented the fact that he worked for me - we got along much better after he changed out of the school."

It is interesting but not surprising that not one male in the survey mentioned a feeling that their "authority" or others' perceptions of them as the head of school were diminished because of the presence of their wives. None mentioned problems with their wives because of having to play a subordinate position within a real or perceived hierarchy. Males typically did not think of their spouse's presence as detracting from their power or diminishing their effectiveness because of expectations of others that they would naturally defer to them in public. The idea of "taking turns" professionally or having separate career tracks is present among females but not among males in the survey although many males in the survey mentioned feeling guilty about the impact their position has had on their families.

"I feel like I owe my wife for having her in this situation for 13 years. I know there's going to be a payback sometime in the future."

Is the "wife of the head of school" position obsolete? Several male heads of schools mentioned that their wives are now remunerated by the board for previously assumed responsibilities which were not. Most heads and boards, however, still expect wives to be in attendance at schools and formal events. Female heads of schools have begun to insist that support is provided for them for duties and work that typically "wives" would perform and pay other assistants to support them in a similar fashion. Many boards have realized as well that female heads need full time support - particularly in the areas of household duties and child care. However, experienced female heads of school strongly encourage women entering this position to be insistent about getting help at home. Regardless of changes in roles and an increasing amount of support for female heads of schools, the perception still exists that males need the support or their wives or need extra support but that women can do it all.

"The position of the "head's wife" is no longer a viable role. I pay people to do what a wife would do."

"I don't think anyone should have to play the wife's role. I wouldn't want my husband to work in the school in that role. I would want the support of an individual at times."

"At one point the board asked me what they could do to help and I said, What I really need is a good wife. And if I can't have a good wife, I'd like to have a really good housekeeper. (at that point we were going nuts, paying for household help, filling forms etc.) Finally the board paid for the housekeeper through the school payroll."

"Men often have wives on the payroll, particularly at boarding schools, but wives don't have that option."

"It's important for women who are always trying to be housewives and professionals to have some help at home. It's essential to negotiate a contract that gives you adequate household help and perks that would be comparable to those a man would get."

"You've got to be insistent about household help. Most males most frequently come with a wife. And if they don't have a wife, the board doesn't even stop to think about getting them full time help. If you're a woman you've got to make the sale. You've got to arrange your life so you do have time and that means household help. A woman has to have help and a lot of it. And we have to find time for ourselves."

VII. Is there a "glass ceiling" in independent education?

Male and female respondents differed across the board in response to this question and their responses were diametrically opposed. Twice as many female administrators and heads of schools responded by saying "yes" compared to male administrators and male heads of schools. Almost three times as many males said "no" in response to this question than females. In this survey, females see a glass ceiling existing where males, for the most part, do not. Females and males who responded "no" invariably qualified their responses: they saw a "glass ceiling" existing in some schools but not others, in some regions of the country more than others and in some cases it existed but not for them as individuals. Many respondents who said "no" inadvertently qualified their responses with subsequent remarks that illustrated examples of a glass ceiling. Even more intriguing than the difference in perspectives between males and females were the comments that both genders made after saying "no".

Females who said "no glass ceiling" existed qualified their remarks in three ways: 1) half of them gave examples of glass ceilings after saying no, 2) one-third said they as individuals or women in general "caused their own glass ceilings", and 3) other respondents said it did not exist in their individual experiences.

The following are comments made by *female* administrators and heads of schools who said that no glass ceiling existed in independent schools:

"But it's there everywhere."

"Women's own lack of vision about position - nervousness about time commitment - don't see themselves as leaders."

"But search committees are mostly male."

"It's a different ceiling. Boards and schools don't realize that female heads usually don't have a "wife" - the levels of personal support are inappropriate."

"I think that I cause my glass ceiling. I think there really are glass ceilings out there but I know I cause my own - I know a lot of women who are reticent to take those steps - who are not willing to give up what they have to climb those steps up the ladder - it's detrimental in many ways and hard on families"

"Not at a head's level."

"I think it's more in our heads than in the reality of the job market out there."

"Certainly the good girls schools are going to be looking for female heads and it would be an advantage to be a woman."

"I think there are glass ceilings out there, but I also cause my own."

"No, but I see a lot of male academic deans, directors of studies, and assistant heads."

"I don't see one once you're on a head of school level."

"I have not experienced one."

65% of the male respondents, along with women who said no, went on to qualify their responses immediately afterward with examples of a glass ceiling and/or barriers to women seeking leadership positions. Ironically, they gave very clear indications of a glass ceiling in extrapolating why one *didn't* exist. Males who responded "no" made observations about the lack of female heads directly relating to the concept of a glass ceiling. Their reasons included the following: "male dominated boards, traditional role expectations, old-boy network and male-dominated search committees, schools that don't want a female, and perceptions about women that they are: "not as willing to commit", "not as interested in the position", "can't fulfill role in family and as head", "not as safe as males in terms of a board's choice", "not as good a fit in terms of the way leadership is perceived", they are "harder to contemplate as leaders", and that "it's harder for them".

The following are comments were made by male administrators and heads of schools after saying that no glass ceiling exists in independent schools:

"Women are great consensus builders, but can they be dictatorial?"

"Does bearing children take a lot out of the work force? There are fewer applicants, and also male dominated boards."

"Women in their 20's and 30's are opting to begin families - which may ultimately distance them from sequential steps of a career."

"Because there aren't enough female trustees making decisions."

"However, this may vary from school to school because of traditional role expectations."

"Old-boy network - search committees, board and faculty don't want to see women but it's changing - women haven't had the longevity and experience but it's changing."

"Some schools don't want to consider women."

"Women are smarter than men."

"There's no doubt that it has existed, but some important breakthroughs have happened and there's more changes here than in corporate life. I don't think there is but it could be in my experience. I've been surrounded by and worked for women colleagues who have achieved the highest level of campus leadership. However, it takes awhile for the culture of school life to change."

"I don't think a glass ceiling exists, though I certainly think it is harder for a woman."

"There's the notion that you can't fill female role in the family and role as head of school."

"There's a smaller number of women who have pursued school administration."

"I have a hunch that boards still fall into the male trap."

"They're not interested, or as willing to take it on. That's not a criticism - girls schools are looking for and can't find female heads - coed schools would hire them but where are they? I know they're out there, they're capable. Other demands are tough - family, time in life etc."

"In the past, there probably was a glass ceiling - it takes awhile for leadership to rise. In 10 years I predict that close to 50% of the new Heads appointed will be female."

"Not really a glass ceiling, but too few women willing to take on the job."

"It seems to me the number of female heads is increasing. Perhaps they need support from their spouse and don't get it?"

"Schools and boards are changing - I think in a short period of time there will be a large number of female heads. However, I do feel the head needs to inspire female staff to look upward and challenge them with new opportunities."

"Given the nature of change in these schools it will take time. Other aspects of independent schools move very slowly - actually strides have been taken and made during the past decade."

"No. There's not a glass ceiling. There are fewer opportunities for women because of the nature of heads and boards - leadership is perceived as masculine." (52 year old who has been a head for 12 years)

Male comments after saying "not sure":

"It depends on the institution. In some cases, it may be an advantage. The "old-boy network" is still strong."

"Perhaps predominantly male boards select male heads; perhaps there are larger numbers of male candidates"

"I think boards and independent schools tend to be conservative and there are still sexist attitudes prevalent that make people feel males are a safer choice."

" There might be but it's not impenetrable. Some trustees find it hard to contemplate a woman as head."

Responses to this question raised other parallel issues about the perception and use of the term "glass ceiling", particularly given the number of "no" responses that were then qualified with specific examples of "glass ceilings". Did the males and females responding *understand* the term "glass ceiling" as a reflection of external barriers for women seeking positions? Or did they, in fact, *not* see a glass ceiling even though they explained its existence in very specific terms? Is the term itself biased or generally unclear in terms of common use? Or, does it evoke a response of "no" because of implicating a person either as a cause of a glass ceiling or a victim of one if they were to say "yes". The other oddity arising in response to this question concerns the term *as* a biased term, a term that would evoke a biased or emotional response to the question. Ironically, most research indicates this type of question would produce the opposite response it did. Males thinking the politically correct response was "yes", would tend to answer the question this way regardless of whether they believed it or not. Just the opposite occurred in this survey where males said no but then went on to explain how a glass ceiling existed.

The question of whether one can see discrimination as a member of a dominant group perpetuating it is indeed evocative. As a part of the dominant culture one doesn't necessarily see the culture itself as a deterrent or barrier to others. This has been borne out by other studies about the different ways men and women view the "culture" in corporate settings. (Catalyst, 1996). In another context, did the men who responded this way say "no" because they don't feel responsible for it as individuals regardless of whether it exists in a broader social context? There clear disparity between males and females in terms of the way they responded to this question. Beyond this difference, there also is a strong indication by both male and female respondents that a "glass ceiling" still exists in independent schools.

VII. If there is a glass ceiling, what do you think is causing it?

This is not the first question where men and women responded differently but it is the first to reflect an interesting division among the men surveyed. Males who responded yes agreed, almost unilaterally with female respondents about the causes of a glass ceiling and where it does exist in independent schools. **Without question, the number one cause according to both males and females is: "male dominated boards and male dominated search committees".**

"I'm far more qualified in terms of years of administrative experience and the type of administrative experiences than my husband - but they always call him first when a search opens."

"I'm as qualified as my husband but no one calls me - they always call my husband instead."

"The old-boy network, especially on boards, has a strong bias to hire males. It's a function of tradition and not necessarily an intellectually driven-decision."

"There's definitely a preference for males by boards because males are in greater numbers on the board."

"Given the job description I see for the ideal head: consensus building, empowering faculty and others, nonadversarial leadership etc. I was surprised when our head search produced only one female semi-finalist. While our school could easily thrive with the stereotypic female leader, most schools seem to want "The Firm Hand" in charge. Independent schools tend toward traditional visions and traditional leadership."

"The "good old-boy" network of independent schools is also an unspoken condition. Much happens on the "golf course", and women are not always competitors in that venue."

"Some trustees find it hard to contemplate a woman as head."

"Boards are often heavily male and prefer to deal with men.

The next most frequently mentioned cause of a "glass ceiling" was a general "social bias against women and gender stereotyping": " women are more emotional", "there is a bogus fear of inclusive leadership", "male trustees think of a school as a business and women are not as capable in business", "women can't be dictatorial enough", " there is a definite masculine stereotype and image of what a leader is", "women aren't as good at finance", and "there's more of a fear that women will fail". Ironically, these reasons also fit with the reasons cited by males who said no about the glass ceiling existing: "women are not as willing to commit", boards feel "less safe" choosing women, women do not fit the traditional image of what a leader is, leadership is perceived as masculine, and it's "harder to contemplate a woman as a leader because of not fitting the image" that men have.

The following are comments about social biases against females as leaders or fitting the traditional leader image:

"Obstacles? No ,although I wouldn't have been able to consider a coed school in the 1980's - it would have been very unusual. When they hired a female head at Exeter, it was a big breakthrough. I don't think I was so aware of that at the time, but that certainly would have been a barrier. I think it was an issue with some people here. I don't think it was for too long but certainly when the announcement was made there were a bunch of older guys who were not happy about it."

"It's not a job that a lot of women want to do."

"I guess the final glass ceiling is seeing a woman become head of an all-boys school. I can imagine search committees at girls schools insisting that males be included in the pool, and I can see enlightened members of coed schools insisting women be included in the pool but I can't imagine anyone insisting a female be included in a search for an all-boys school."

"Generally there is still a strong bias in American culture against women CEO's."

"Many women are much more limited geographically than men."

"There are definite stereotypes that men are better able to deal with finances."

"There are so many more males than female heads - so many more white than heads of color - society itself is the problem in terms of what it finds "normative".

"Established traditional schools are unlikely to have a female head - there's a certain image of what a head should be like - people feel more "certainty" with a male model."

Other causes of a glass ceiling (combined responses of males and females) include the following (in order of frequency): 1) male search consultants who dominate the field and have their own biases, 2) old-boy network, 3) lack of self-promotion among females - a different, less aggressive way of promoting oneself in the search process, 4) lack of female role models and mentors and 5) not enough support from male spouses.

Comments from females:

"We are causing it - we do not as a whole, negotiate well or promote our abilities well."

"If there is a glass ceiling, it's because men feel quite comfortable socializing with other men and it often appears that if you're socializing too much with a female or mentoring a female then you're cutting across gender bounds - and there's the issue of why is he spending so much time with her - is there an affair or relationship going ? I think men try very hard not to appear with too many females."

"Men are groomed more as head - it's an unspoken thing - lack of mentoring, networking for women."

"There's the issue of men mentoring females - I suspect men try to appear that they're not with females - mentoring with other men is more personalized, comfortable and more natural for some."

"Part of it is the process - I'd have to look at a search committee and say I'm the best person in the world. I don't know if I could ever convey that confidence or trust someone who could."

Several females also mentioned the "socialization process" as very different for women than men. In general, they felt that females are not encouraged to pursue leadership positions the way men are while growing up.

"And so I think there isn't a glass ceiling in some ways because we haven't been socialized to go after what we want. I think it's both sides - yes, there is a glass ceiling in that we haven't been pulled along, we haven't been networked, and haven't been given the message you can go after it. On the other hand, if you are of a temperament and socialized at a certain time in history you could go after things. It's the finding of a balance that's hard."

"If there aren't any external barriers how do you get through all of the subtle internal barriers women have. I think it's even more important for women to mentor other women because I think part of our female culture says that you have to be told, supported and mentored in order for your career to take off. I don't know if that's true but that's my hunch - if those are some of the variables that you cue into and it's not happening, it's easier for you to just sort of sit back and not be proactive. I think that if we had more females that said, 'c'mon let's go', then I think we'd be getting more used to the fact that look - this is expected, this is possible, this is believable, this is attainable. You have to let us go through that transition from mentors who say come along to "I can have this". There's a transition there."

"I also think that women have never been given or told or feel that they can push ahead. It has not stopped me - nobody has stopped me."

"Men begin in education with such a goal in view (headship)... Women may fall into it having thought about a career as a teacher."

An observation:

It was surprising to find the clarity and strength with which a 'glass ceiling" is still perceived and defined in independent education. Given the nature of independent schools and their relatively impervious stance to socially defined biases and their proactive stance toward multiculturalism, inclusivity and diversity, one would expect there to be far less sexism and discrimination, particularly in perspectives toward women as leaders. This research project was entered with the assumption that one of the leading reasons why there were so few female heads of schools was because women were self-selecting out of the process for reasons relating to gender-specific socialization issues, combined with the nature of the position. It was not anticipated that these factors would be further combined with a glass ceiling to form even stronger barriers for women interested in becoming a head of school. There is further evidence to suggest that women's fears, concerns, and perceived drawbacks to the head of school position combined with the reality of the demands and "the impossibility of the job" create further reservations and doubts among women who are considering it. These reservations, combined with a lack of encouragement, lack of socialization, and lack of mentors dealing specifically with these issues further complicate their career path. Moreover, women tend to promote themselves in searches differently than males: males tend not to discuss their reservations whereas women do. Women promote themselves less aggressively and generally tend to underestimate their expertise and experience and abilities or competence particularly in areas where they have no previous experience. All combined, these differences could further perpetuate the stereotypes male-dominated boards have of females of not being decisive, firm, or strong enough. As more women enter searches and contemplate leadership positions, they have to tread many fine lines that men don't - only *one* of these is how they present themselves.

Chart #15 - Is there a "glass ceiling" in independent education?

	Male	Female
Administrators		
Yes	5	14
No	8	6
not sure	2	1
perhaps	1	
Heads of School		
Yes	9	16
No	16	6
I don't know	1	1
Yes and no		1

Combined Responses - Is there a glass ceiling in independent education?

	Male	Females
Yes	**14**	**31**
No	**34**	**12**
I don't know	**7**	
Yes and No		**1**

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Chart #16 - What do you think is causing a glass ceiling in independent education?

Male	**Female**
1. Male-dominated boards (want male models, more comfortable with males) - search committee bias against women	1. Male-dominated boards
2. Traditional role expectations/social bias "bogus fear of inclusive leadership" "women more emotional" "male trustees think of school as business, women not as capable" "women can't be dictatorial enough" societal norms about leadership masculine stereotype of leadership expectation that women will fail	2. Reflection of society - traditional role bias stereotypes, sexism, glass ceiling is still everywhere in society - bias that males are better at finance, different style of leading
3. Old boy network/men	3. Male search consultants - their own bias
4. Fewer applicants/women don't want to apply	4. We are: lack of self-promotion in searches
5. Male search consultants/bias	5. Fewer women applicants
6. Lack of female role models	
Other Comments:	
Smaller number who have gone into school administration School specific - some schools don't want females Less self-promotion/aggression than males Not enough support from male spouse Nature of position - everyone is running away because of sacrifices and insecurity	Not enough personal support (male spouse) Lack of financial training Lack of mentors

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Chart #17: What is causing a glass ceiling in independent education?

Combined Responses - Male and Female

1. Male-dominated boards
2. Traditional role expectations/socialization/general sexism in society
3. Male search consultants - dominate field and have own biases
4. Old-boy network/men
5. Lack of self-promotion - males promote selves more aggressively
6. Lack of female role models and mentors
7. Not enough support from male spouse

VIII. Why Aren't There More Female Heads at NAIS Schools?

This open-ended question was asked last as a survey question in order to see whether there were common perceptions and/or reasons why there were so few female heads unrelated to issues involving a "glass ceiling". The assumption going into this research was that females were self selecting out of the process for other compelling reasons, and this assumption is definitely borne out. However, "social bias" and "bias against females" also figure prominently as reasons cited by both male and female heads explaining why there are so few female heads and why the progress is slow.

Men and women responded very differently to this question even though they both listed the same top two reasons why there are so few female heads of schools: 1) women choosing family over career and 2) there is a social bias against women as leaders (gender stereotyping and double standards with job expectations). Beyond this commonality in the survey, women's and men's voices start to diverge in a significant way. Men list the third reason as "women are self-selecting out of the process because of the nature of the job" whereas for women, this is only one of several reasons why women are self selecting out. In general, all male responses fall into one of these three categories. Women very definitely talk about self-selecting out of the process but in much more specific and extensive terms and in the process list close to three times more

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reasons than males. At this point in the survey, females responding to this question not only replied more extensively but brought in personal stories, histories, and reflections of their paths at this point - some of which are incorporated in the following pages. Males and females agree about why there aren't more female heads of NAIS schools and females here begin to elaborate in terms of personal histories. Because of this divergence at this point in the survey, the analysis first looks at male responses and then shifts into looking primarily at the voices of women.

Chart #18 - Why do you think there aren't more female heads of NAIS Schools?

Male	**Female**
1. Choosing family over career	1. Choosing family over career
2. Social Bias against women	2. Social bias against women
3. Women self-selecting out (Nature of the position)	3. Self doubt/need for encouragement/socialization
	4. Relocation Issues
	5. Fear of impact -relationship with spouse/partner
	6. Search Process
	7. Nature of the position
	8. Choosing traditional/supportive roles
	9. Lack of female mentors

Male Responses

The top three reasons according to men responding to the survey are: 1) women are choosing family over careers, 2) social bias against females as leaders and 3) women are self-selecting out because of the nature of the position.

Choosing family over a career was the most frequently cited reason by men responding to this question:

"The Mommy Track is certainly a factor, but I believe that historical lag may also explain it."

"In the boarding school would family issues certainly limit pool of candidates? I'm optimistic that numbers will keep growing - steadily, if slowly."

"Because of the notion that you can't fill female role in the family and role as head of school at the same time."

"It used to be that females who ran schools didn't marry - in the last 10-15 years there were not a lot of female head candidates. Women are less likely to let a school

position obliterate time with family and entered into it more cautiously. I think there will be more women becoming heads in their 50's and they will be much stronger than younger male heads committing to maybe 10 years."

"Social bias against women as leaders" was the second most frequently mentioned reason by males responding to the survey:

"Schools are still pretty old-fashioned and conservative. Being a head takes a certain "power-hungry" attitude, perhaps. Women may not have the "need to control" as much as men."

"Surely there is an entrepreneurial aspect to this work. You need to be in control of the money. Male dominated boards don't let females speak."

"I think many schools want female heads to be both head of school and head of school's wife. They want the person to schmooze with the parents association and give parties and lead faculty and make tough decisions and lead the board. I think there is a sexist double standard and my female colleagues report this all the time. Male heads really don't have to be decent parents to their own kids. Female heads have to be perfect mothers and inspiring school leaders and they have to attend every evening meeting."

"The anchor to windward of history favors men"

"I wonder if there is still any interior design that simply favors white male power - There's a difference in view in terms of access to power and women with power. A cause and effect - are women more uncomfortable with position or are those around her more uncomfortable?"

"Women are self-selecting out of the process because of the nature of the position" is the third reason cited by men. Several men quite independently referred to "women being smarter than men" in terms of not wanting the position or not being willing to make sacrifices in their lives in order to have the position.

"I think women are more intelligent because they're not going into the position - they care more about what's important and are unwilling to make sacrifices for good reasons."

"Its going to become increasingly hard to get people to do what boards want - because people with personal commitments and interests are less likely to sacrifice those."

"There will be more heads as our culture continues to shift. One might suggest that women have too much common sense to be (or want to be) a school head."

"Or why aren't there better men and women looking to be heads of schools. The training is nonexistent, the money is fleeting, the hours are impossible, the selection process is bizarre, and the board of directors is usually ill-prepared and impossible."

"I think women are more intelligent because they're not going into the position - they care more about what's important and are unwilling to make sacrifices for good reasons."

"It's going to become increasingly hard to get people to do what boards want - because people with personal commitments and interests are less likely to sacrifice those."

"My sense is that many women don't want to take the abuse that sometimes goes with headships. Maybe they are smarter than men."

"In a lot of ways women are smarter than men because you see the price you have to pay."

"I wonder if it's the same reason why there aren't more Quaker heads of schools - more unwillingness to take on a position that forces you to be hierarchical or dictatorial at least from a traditional perspective."

Female Responses

Women also included these three reasons in their responses and concurred with the top two cited by men as their top two. However, their responses differed significantly when it came to the third category. "Self-selecting out of the process" figures prominently throughout responses by women - not as one category but as several categories exploring *why* they are self-selecting out. The reasons listed by female respondents included: self doubt, need for encouragement, relocation issues, concerns about the impact it would have on their relationship with spouse or partner, the nature of the position, choosing traditional roles as females and the lack of mentoring.

Chart # 19 - Why aren't there more female heads at NAIS schools?

Female

1. Choosing between family and career
    - Not willing to sacrifice time with family
2. Social bias/double, unfair standards of criticism and judgment re: effectiveness and strength as leader
    - Women have to be much more qualified than men
    - Bias against women
    - Boards fear/don't understand women's ways of doing things
    - Old boy network/not enough exposure to boards who select the leaders
    - Perception that it's a "man's" job
    - Perception that one wouldn't fit into the traditional mold
3. Self doubt/need for encouragement/women not socialized to "go for it"
4. Relocation Issues: putting oneself/own issues first over husband and children
5. Afraid of impact it would have on relationship (with husband or partner)
6. Search process
    - Self-projection: expressing uncertainties, reservations, lack of aggressive self-promotion
    - Not wanting to put self in search as token female candidate
    - Bias of search committees - questions like: why do you want to be a head, are you a feminist
8. Nature of the position
    - Fear of Isolation
    - Sacrifice
    - Personal reasons
    - Time and emotional demands
9. Women choosing traditional roles:
    - Limitations of being married
    - Supporting husband's career as primary
    - Choosing supporting role rather than leadership position
10. Lack of female mentors

76% of the reasons listed by women in response to why *they* think there are so few female heads have to do with self-selecting out of the process. For women, this is just the tip of the iceberg. "Self-selecting out of the process" opens a wide range of other issues for women having to do with the sacrifices, giving up relationships, fighting against socialization, opting out of traditional gender roles, facing the consequences of breaking free of traditional gender roles, and dealing with the isolation and loneliness inherent in this leadership position. 61% of the reasons cited by women for self-selecting out of the process reflect of fear of the impact this position would have on relationships: their relationships with family, spouse or partner, friends, fellow teachers and community and the tremendous impact relocation would have on relationships across the board. 58% of the responses have to do with self-selecting out because of "socialization" issues: a social bias against women as leaders, women not being encouraged to go after leadership positions, the stereotype of strong leaders being masculine in nature, and the effects of gender stereotyping combined with reservations, ambivalence and lack of self-promotion in the search process. 58% of the responses have to do with women assuming traditional gender roles as the nurturer of the family, supporter of a spouse's career and making one's career secondary, giving up one's career for family, and choosing not to make one's profession or position the most "visible" or "public". In other words, women self-select out because of choosing traditional gender roles and because of the fear of the impact it would have on their relationships if they did not.

IX. Why there aren't more female Heads of Schools - Women's voices and stories.

Males and females agree that there is still a great deal of social bias against females as leaders and this is evident within the independent school world. Beyond this bias, there is a clear view that the nature of the position as head of school has a tremendous impact on time with one's family and personal life in general. Women responding to the survey mention over and over again their concern about the impact this position would have on relationships in their lives. This concern, in combination with the perceived social bias, strengthens the barriers women face in considering and pursuing this position. The greatest concerns of females revolve around this position undermining their connections with others, particularly with their families and spouses. Choosing one's family over career is the number one reason cited by females about why there are so few female heads of schools. This reason, combined with a concern about the impact it would have on their relationships and relocation issues, further illustrates the tremendous internal barriers women face in addition to any social bias they might encounter from male-dominated boards and search committees. The impact on relationships and relocation issues are mentioned far more often by females than by males. Women who choose their careers as primary in a family and women who choose to uproot their husbands and children for the sake of their careers face issues in different ways than males in similar situations. Traditionally males view the opportunity to advance their careers as having a positive impact on their families; women, at least in this survey, see this impact as negative in many ways. To further complicate matters, the question arises whether it's worth uprooting one's family and spouse if the position potentially only lasts 5-7 years; commuter marriages, a period of separation and long distance relationships develop more frequently as a result. Because it's easier for single or divorced women to move, there is an increased likelihood that female heads of schools resemble this profile. This further intensifies the fears women face about the impact of this job on their relationships and magnifies the image many females have of heads as alone, lonely, divorced or separated from their families or partners. The issues and impact of relocation are different for women than for men responding to this survey and the reservations are different in terms of pursuing this position.

Choosing between family and career is the number one reason cited by females about why there are so few female heads of schools. The implication is that women feel they must choose between the two, that the two cannot coexist without sacrifices being made to one or the other realm. The perception that the head of school position is all-consuming permeates comments about being torn between this position and one's family. There is a sense that time with family would be sacrificed in addition to not having enough support at home in areas where females would normally be "supportive" of their families.

#1 - Choosing between career and family:

L's comments:

"Why not more female heads? In some ways it's kind of scary and more females don't want to put themselves out there - it's a lot of work.

More women have done traditional homemaking and caretaking activities and it's hard to do both. Need for supportive husband - equally share in home - and in parenting. You have to have that kind of partner if you have children -so many women in teaching have children and it's so hard for them to get out of that to brave a pathway there. A third possibility might be that they haven't been encouraged to go down that path because you're taking jobs away from men. These are high paying jobs - after you teach if want to go up the career ladder to division head, assistant head and then head - you're talking about jobs that are not plentiful - and it may be in everybody's interest to not have that many people have access to those jobs - so there is not an old-boy but an old-status network."

"I wanted to have a life and it didn't look to me like this job could be combined with a life"

E's comments:

"One of my predecessors while head of school .... proceeded to have five children while here and she was a tremendous role model . But I remember her for two reasons - one she was headmistress during my first year here and she was always exhorting us to have a career with motherhood... When the position opened up I called xxxxxxx to tell her she was perfect for the job, not me! My predecessor continued to say, you know the former head had done things very differently and she was very good at her job and she structured it around her family's needs and I got to thinking that if she could raise five kids, all good friends of mine, while running the school, I suppose I could manage to raise two and not be destroyed by the job. But that was a simpler era in many ways."

"There aren't as many female heads because they don't have wives."

"You can't make the job work with a family life."

"Boards and schools don't realize that female heads usually don't have a "wife" - not as much personal support"

"Women, in general, find it difficult to run small schools, just like running small companies because of the sacrifices you make with your family - you get to a point where it's hard."

"I would worry about balancing the job with time with family."

"I suppose devotion to family is still #1 priority as in all professions."

"Women are less likely to sacrifice their personal lives and family lives."

"The competition between job and family is too great - you wind up not being good at either and it's a no win situation."

"I'm at a point in my life where I like having roots and am unwilling to give those up."

"Perhaps strong and likely candidates opt out because of conflict between family and career demands.

# 2 - There is a bias in society against females as leaders.

Both males and females responding to the survey see a strong bias against females as leaders in both independent schools and in society in general. The traditional view and image of leadership is masculine and hierarchical in nature. Strong leaders are tough, firm, decisive, "dictatorial", paternal figures who are traditionally better at business and finance than women. The traditional view of what makes a leader effective is masculine in nature. Male-dominated boards and search committees, (the primary evidence of a glass ceiling according to respondents), look for leaders and choose leaders who fit this traditional view of what successful leadership is. There is a tendency to look for what is a more familiar style because it is more comfortable, has a longer track record, and because the style of managing and relating as head to board is similar. To a large extent, perception is the reality and there is a perception that the head of school position is a "man's job", a traditional model, and that one needs to fit the traditional mold in order to effectively run a school and relate to all constituencies. Women and men *both* mention a double standard for females in addition to this bias: "they have to be far more qualified than men to get the position", "people want females who are feminine but also tough but not so tough that they are masculine". Women candidates need to appear strong but not too strong. Respondents also mentioned the tendency for boards and search committees to feel more comfortable with females in specific types of schools - particularly girls school and elementary schools. One respondent commented that men could serve as appropriate heads of girls schools but that women were rarely, if ever, considered as possible heads of boys' schools.

Comments from males and females about social bias against women as leaders:

"Female heads do not get equal treatment. It's hard to have someone call you a bitch because of a tough decision you've made. They wouldn't call a male a bastard - they'd think of him as strong and doing a good job."

"Women school heads are often the strongest there are - it's harder to get there and she has to work harder to be accepted - play more roles. People are quicker to criticize a woman than a man."

"We need to make sure we're preparing women to compete."

"It's an absurd assumption that there would be 50% female heads by now - we continue to do a poor job of moving women along. Their 'date of entry' is later than males in terms of when women put themselves on the track. There's also a difference between men consciously pursuing it and women just falling into positions."

"I'll never forget the feedback a friend of mine got as head from her board - 7 pages of criticism and one was about her wardrobe. Men can usually get away with a standard set of pants and blue blazer - I know several heads of schools who have hired wardrobe consultants - women are put up for more scrutiny on all kinds of grounds."

# 3 - Women need encouragement to compensate for socialization.

Many females mention self-doubt, the fact that females aren't socialized to promote themselves or "go for" leadership positions and "the need for encouragement" as significant factors explaining why there are so few female heads of schools. These issues were never raised with men in response to the survey. Although this clearly indicates examples where women hold themselves out of the search process, it also underscores the need for women to be encouraged to pursue leadership positions. Many females, according to respondents, don't come forth on their own without encouragement - particularly with female mentors. The reservations they have about the position combined with a tendency not to promote themselves as candidates creates further barriers. In some cases, their career paths aren't as intentional and women tend to fall into positions rather than seek them out. According to women in the survey, you have to consciously decide to pursue a head of school position in order to get one and that once you do there are relatively few barriers. Most women, however, who are quite capable of being head of schools need to be encouraged first.

Career paths for women are not as intentional. Women need more encouragement.

D's story

"Our head of school was leaving - and I was incredibly upset about it - and the very next day the board chair was coming to the school to talk with all the senior administrators - I had an appointment with her in the morning and she said, we'd like to make you the interim head of the school - and I was absolutely blown away - because it was not something that I had really had a vision of at all and in fact it looked like not a very exciting... it looked like a pretty horrible job in some ways - then I went through the whole... "you can't possibly be serious, not me!" - all that stuff that we women love to do, and "you guys are crazy" and then I thought my god what's there to lose - this is ideal - I talked with my head and he said, " I thought this was nutso too, it wasn't my idea" ... and so I thought this was a great opportunity to find out if I liked it or not.

Head of All-Girls Large Day School

"I don't think I've chosen this career. All the jobs I've ever had have landed on my lap - luck - divine fortune - it's not been directed at all. I was trying to duplicate what I saw in my mother's life"

A Need for Mentors

"We don't have enough female mentors who understand and can help us through these reservations and gender-specific questions - I've had a lot of great male mentors in my life but they always took the approach of - you just need to do it and don't worry about it - go for it. I wonder if I had more female role models who understood the various hesitations whether I wouldn't have gotten further much faster."

#4 -Relocation Issues - The Tip of the Iceberg

Relocation issues have a tremendous impact on females choosing not to pursue leadership positions and this is a significant area where men and women differ in their responses. Relocation, as an issue itself, raises almost all of the other issues for self-selecting out of the process: concerns about the impact on relationships, choosing to step into a leadership position and out of a "supportive role", choosing one's career over family, putting oneself first in terms of career, giving up the ability to pursue a dual-track of maintaining one's career and the supportive role at the same time, ego issues, power issues, potential isolation and the fear of the unknown in terms of impact on relationships in general. Relocation in and of itself causes other, unsettled issues in relationships to surface and some women are simply afraid to test the waters. Relocation also implies that women assume the primary power position in a relationship and think of themselves as primary over their husband's interests and careers and their children's lives. Many women do not feel comfortable thinking of themselves first and have been socialized to put others' interests, needs and career development before their own. There are countless stories of women who turned down job offers because of relocation and because of their fears of how it would impact their marriage and family.

D's story:

Males deal with relocation by thinking in terms of how their wife will be involved - females worry about how their husband will maintain his identity, what he will do to find a new job and be happy. I'm the financial breadwinner in the family, but I wouldn't dream of saying to my family we're moving. Although my husband doesn't have a full-time job and he could move easily, I'm afraid of the impact it would have on him... particularly with me working all the time. I had entered the search and they offered me the job which was a perfect school for me but I couldn't do it. I would be working at my perfect job, devoting all kinds of time and energy and he wouldn't have anything and would probably be miserable. If my husband is miserable, I'm miserable and probably wouldn't do the job well and then would be in a position of losing either the job or the relationship or both.

M's story:

I was married for 17 years and coming into seeing my own voice... going beyond the dutiful wife and exploring how to actualize myself. My children were grown and I was starting to explore career opportunities. When I got my first head position I moved our home - furniture and everything - and he changed his mind and said he couldn't come - he couldn't make the leap of being accommodating - I saw it coming because I was moving out of his paternalistic/head of household way - there was no way I could live without a parallel life - when he didn't show up in July, I quickly explained to the Board, and chose to present myself to the community as a single woman.

I had always wanted to go to France and my husband said after we had time and money - after 15 years and many fishing trips with him, we had BOTH so I suggested we go - he said why don't you go, so I did. And I went with a group of women who were in similar situations - It was like my move to head and his not coming. He liked his life with me but when it was my turn, it was different. When you're in the same place, you can do the *other (be a wife and have career) - relocation means a commitment to the other person's path and sharing it. Truly taking turns. After 21 years, we got divorced.*

Comments about relocation issues for women:

"Mobility - to get two people to move together is almost an impossibility - it has nothing to do with marriage but the complications of two people - a more traditional marriage won't allow for the female to be the person doing it - but I know the next move will be my husband's because I've had two turns already."

"Relocation - easier for women to be segmented with two lives going on but when location comes up you can't segment any longer."

"It is harder on the relocation issue for women - men will feel more comfortable moving their family - it's still a very unequal world in that sense."

"Relocation can cause other issues to rise to the surface - inequality in marriage, lack of true commitment to taking turns, unwillingness to take secondary role - it's hard for men to follow women."

F's Comments - Trying to sustain both roles

I feel strongly, if we are to be there working with students and I believe that's what it's all about, than I think we have to be authentic.... And I think the irony is that so many women of my generation have learned to segment their lives and that's what I did so expertly for so many years. I was authentic with those kids - but, the only problem was that the facade I presented to them was based in fantasy. And when it came - it comes a time when that segmenting will split you apart. It will just split you apart. I would sit in my office and I would be just have been so spun out that I couldn't separate them anymore. The human spirit is meant to be whole and so when you've lived a fraudulent, segmented life, eventually the spirit will rebel. I would sit and cry for no reason, and for every reason.

"Although I'm the main breadwinner in the family, I never thought I was supposed to be - I always felt I could change if I wanted and do something less - if I were my husband,I'd be thinking I'd need to make more money"

"Putting oneself as primary (over a relationship or family) is very rare - it's scary and against all that we're taught and in some ways against all that we value. We've always been taught that a strong self is good because it enables us to give more to

others and that's OK. It's sacrilegious to do anything else. Looking at a strong self in a self-interested way is not acceptable."

"Relocating would put me in a position of simultaneously committing all of my time to the job and worrying about what my husband would do. He would have no job, no friends, no demands on his time and I would be totally consumed by work. I had to question whether I would consciously put our relationship under that kind of strain."

"I truly believe it is difficult to have a family and marriage where the woman is the most prestigious and public figure. It's hard for men to follow wives in their careers - especially with relocation. Because of the demands on your time."

"I pulled out of a search because of the impact relocating would have on my marriage. I was concerned about my husband's identity in a new area with no job while I was totally immersed in the position."

"There are fewer female heads because they are less able to move where the jobs are."

# 5 - Women have fears about the impact this position would have on their relationship with their spouse or partner.

Women feel as if they're in a double bind when it comes to pursuing a head of school position: they worry about the impact the position would have on their marriages but also state that the impact would be far worse if their husbands were involved in their school. In some ways, they fear the impact in terms of time away from spouses, energies directed toward their jobs rather than the relationship, and the all-consuming nature of the job taking time away from their commitment. Not having their spouse involved, as a means of preserving the relationship further exacerbates the problem. There is a perception that being a head of school has a tremendous strain on a marriage for women; in some cases, women decided not to pursue the position because they didn't think their marriage could survive and didn't want to choose between being a head of school and being married. Males in the survey did not respond with the same fears as females although many noted the tremendous impact the position would have on time with their family. Women also mentioned the negative impact being a head would have on their family. However, they also talked about the negative impact the positions would have on their relationships as a separate category and a very distinct fear.

"It's tough on a male's ego to be married to a female head."

" You shouldn't have to have your spouse involved in school - mine was initially but quickly found he did not like working "for me" - there was a subtle hint or projection of hierarchy - that created an uncomfortable dynamic""

"Don't have you spouse in the same school if possible."

"I think women are part of creating the glass ceiling one speaks of simply by not being willing to make the sacrifices it takes to be a head."

"My feeling is that it's a self-imposed glass ceiling (especially because of fears about how it would impact one's relationship)."

"I got to the point where I couldn't pretend any more - couldn't play the role any more and told my board I was getting divorced - I actually handed in my resignation assuming they would want it. They didn't. I got divorced after 29 years of marriage."

"I definitely self-selected out of the process. How many female heads do you see who have commuter marriages or are divorced. I see women who are heads with no family life - it's a tremendous strain on a marriage."

"The reason why our head is so successful is because it's her entire focus. She has no family - her whole focus is the school but that's why she's so successful."

"Tough women would say that relationships weren't issues but they didn't maintain those relationships"

"I've lost two relationships during my time as head - because of lack of time to devote to them."

"It's harder for men to play the supportive role."

"There were definite ego issues with my husband - it's hard for me. They're supportive when there are parallel careers but not when your career exceeds his - it created a real tightrope at home."

"It's very hard for a husband - especially seeing me speak and be out there in front - it was not the me he courted when I was 15 years old or the mom at 30. We basically wound up on separate parallel paths and then got used to it."

# 6 - The search process is inherently biased against females.

Many women see the search process itself as a barrier for females and spoke about the difference in the way men and women promote themselves in the process. Women are much more likely to openly express reservations or ambivalence about a search compared to males. Women are far more prone to admitting a lack of experience and expertise and more inclined to openly talk about areas where they will need to be learning. Women tend to think they need to have *a priori* expertise and experience before taking on something more. Males tend to much more assuredly promote themselves even in areas where they *have* no expertise and are more inclined to see the job itself as training rather than needing experience beforehand before jumping into the unknown. Since women are not socialized to "go for it", this orientation emerges in negative ways in the search process as a weakness or as uncertainty.

Women project themselves differently in searches:

"We look for something that we're qualified and comfortable with - I wouldn't think of doing something I had no background in. Men come in feeling confident even though they have no idea what they're doing. I wouldn't think of deciding to run a company (or change companies) without knowing the product. Men perceive themselves as managers - it doesn't matter to them what the product is."

"That's a major problem: I don't think competent women see themselves as competent women."

"It's funny - I work zillions of hours without being a head - there is a mental state you have to be in to be a head - I don't know what the difference would be - I think we make it up and that's what I mean by causing our own glass ceiling."

"It's a rare woman who will self-promote."

"Women don't often promote themselves and other people seem to assume satisfaction with a certain level of advancement. I bet more people would ask a woman why she wants to be a head than would ask a man (they assume the man is looking for promotion, naturally!) My husband felt that there were questions asked of me during my head search that would not have been asked of a man."

"Women project differently to search committees and don't usually come across with the male facade that 'I have the answer and I'm in control'. Women don't generally project that type of male certainty."

"Becoming a head invariably means doing something we're not prepared for - it implies fraudulence and pretending to be someone else in order to get the job. I'd be afraid of getting stuck in the projection if I got the job and could never be myself."

"Men have gotten significant positions through connections with others and I never even knew it was happening - men selected who were incompetent because they could talk the talk."

Females in the survey also mentioned they felt search consultants had biases against females and dismissed their reservations, particularly concerning relocation issues, as a lack of interest, commitment and intentionality about pursuing the position. Several females also thought the questions they were asked during the search process would never be asked of men. These included direct questions such as: "Why would you want to be a head of school," "What would your husband do," and "Are you a feminist?"

"The odds of a coed school hiring women as a head are so small that women are brought into searches as token candidates. How often do you want to put yourself in that position.?"

"I got a phone call from a search consultant who wanted to know if I would be interested in a position in the Midwest. I told him I couldn't consider moving my family out there just because of a job for me... he told me you're going to have to move if you ever want to get ahead - I think he's given up on me as a candidate as a result."

"Most women enter education as teachers and prefer that role. Also, women do not self-promote as aggressively as men and therefore are less obvious as choices. And, I believe that men in education are viewed as stronger leaders. "

It is interesting to compare these observations with what women see as their greatest obstacle to obtaining a head positions: lack of confidence, self-doubt, relocation issues and own ambivalence. Combined together these are the greatest obstacles that women describe for themselves. Unquestionably, these must come across in the search process and are perceived as weaknesses, particularly when strong leadership is traditionally thought of in terms of decisiveness.

Comments from search consultants

Several search consultants were interviewed for comments about this section's findings and reaffirmed many of the perceptions made by females about the search process.

One search consultant made the following observations:

"I think women are more overlooked than really pushed. Men are still thought of as the leaders and it seems to be the same bias that people run into in society in general - especially with the older men on the committee. One male made the comment, "I don't know if this woman would be right - she's so pretty, she might be a distraction." Women definitely face a double standard. If women present themselves as strong - they're too aggressive which is a negative. One the other hand you hear comments about how someone is a "lovely person - but wouldn't be tough enough." A lot of women get into the interview stage as a token woman in the pool. If it weren't for someone pushing - not to mention pushing them through the process - but we never tell candidates when that's happening. Definitely there are fewer women candidates. A lot of women are not willing to move - men are much more willing to move up if it means a change of location to a bigger and better school. One thing where women are making mistakes... each time they move it worked out beautifully because it was their husband's position that forced them to move, "not mine." Women definitely resist relocation. There's always the perception that the woman is in the subservient role in terms of professions."

Other comments from search consultants about females and the search process:

"I think some search consultants are more comfortable with male heads - not necessarily search committees - I've seen them take women as often as men."

"There are a smaller number of women who see themselves as capable. Men see themselves that way even when they aren't necessarily more able or more capable."

"I've not found schools I've worked with having a glass ceiling but it might be that the schools are self selecting the type of candidate pools they want because of selecting me as a female consultant."

"There was one city with three searches - all three said they wanted a female head but when it came down to it they chose to reopen the search and go for an interim rather than hire a female."

"There probably is a glass ceiling to some extent - what I've found is that there's a lot of very able women heading schools who aren't as eager to move right now."

"Schools that are more favorably inclined to look at female as head candidates are ones where females are in powerful positions on the board - their own school is a model."

"Very often, where women do harm to themselves is in the interview process. Women still say I don't know how to do that but I'll learn. Men rarely say they don't know something. Men will learn too but they won't say they'll be learning. Women sound vague sometimes and definitely unsure of themselves."

"Women often have the same experience as men but present themselves as somewhat tentative. However, women who are confident and assertive cause people to wonder "is she too aggressive?' - With men, that type of behavior would be reassuring."

#7 - The Nature of the Beast

Women are self-selecting out of the process because of the negative way they view the position and not wanting to "fit" into the traditional model.

There is clearly a negative impact that this position has on one's life as described by males and females alike in the survey: the impact of time with one's family, impact on personal time, the demands of a job that is described as "impossible" and the sheer demands on physical and emotional energy. Moreover, for many women being a head of school implies isolation, sacrifice, loss of connection with others and playing a role that is not oneself. The view of the position *itself* becomes a barrier, particularly when juxtaposing the negative impact females see to being in this position and their greatest concerns about being a head of school.

G's comment:

"I think if there were more women who really wanted the jobs, they could get them. I can't speak for men but I think there are a lot of women who just don't want to do it. They look at a lot of people my age and my generation and they don't want to look like that. They don't want to be like that. There's a humorless sort of almost hard edge - people are not enjoying life. I think people today in their 30's and 40's who would be the likely candidates expect more of life than coming to work at 7:30 and staying until 9:00 every night. And they don't see the rewards outweighing the burdens.

"It's a big load to carry around and you don't necessarily feel qualified for it. I can have days go by when I don't talk about education - but I'm OK with that because I think the people I hired are doing such a great job... it's up to me to deal with the other stuff but I like the other stuff - I don't have to deal with education every day to get my jollies...

You are never really appreciated to the extent you think you should be."

Other comments:

"There's a dynamic between glass ceiling and self-selecting out - our reservations about the position feed into and confirm stereotypes that we wouldn't fit into traditional models when in effect we want to avoid those models. As a result, we're not as self-assured in the search process and it comes across as been less self-confident and competent. Self-projection isn't as strong interviewing for the position."

"There's tremendous isolation and sacrifices - that's why I said there's a need for a strong inner voice - and moral compass - you don't get reassurance from outside."

"There is an emotional cost factor with family and personal life."

"Boards want someone with a family but one that is invisible and make no demands (that might be too extreme)."

"None of the people I know work in the old model anymore as primary (over a relationship and/or family). Others clearly experience the gender bias in favor of male leadership models still prevalent in our culture."

"One needs to be sure one is willing to work with people used to having their own way - it's an issue of social class - people who don't feel educators are professionals - teachers find themselves being dealt with as family servants."

"Men are traditional fund-raisers - if I had to set a value on the time I spend, it would not be at the club having lunch and drinks but at the school - I'm not as good at it - it's not what I want to do."

"I would love to be a head if I could start my own school - like starting my own business - I wouldn't have to try to fit into a structure that has no meaning for me."

"There's a mystique around it I'm not comfortable with - working with males - and I'm not an intellectual - not able to fit that kind of mold as a head."

"There's a fear - that the majority of most heads are men - I would have to be interacting with men all the time as other heads and I don't feel as confident as if more were women - when men are in a room they have a way of being and acting together that I don't get - it's like a different dance - I don't know how to be with a group of men"

"There's something about the whole situation that has no meaning for me - the hierarchical structure."

Emerging Themes and Observations

There is no question that women face far more barriers than men interest in becoming a head of school. Internal barriers, which are significantly stronger for females than males, combined with clearly identified external barriers make it much harder for females to pursue this position. Moreover, females who do pursue these positions are dealing with different issues, concerns and considerations from males although most of them are treated the same way as males (as the predominant search model) in the search process.

Women in the survey listed their top five "concerns, fears and drawbacks to this position" as issues relating to relationships: loss, isolation, loss of connection,and damage to and loss of relationships. Their top four concerns were entirely different from male responses which were performance oriented. "Being a figurehead versus being myself" is listed three times as often for women than for men; it is explained as having to fit a traditional leadership model which is not "oneself" and playing a role as leader that is not authentic. Both interpretations are further qualified by a perceived socialization not to be a leader and hence feeling inauthentic at least initially in pursuing the position. Related to this issue is the sense of "fragmentation" women report - not only in playing a

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role that is not oneself but needing to play *several* roles rather than just being themselves. Even in being themselves as a leader, women struggle with the issue of playing the supportive role in traditional marriages for their spouse and their families in combination with a full-time career. This dual role is easier to play in one's own territory where the spouse is employed and there is a tie with the community. However, relocation in order to assume a head's position forces the issue of playing both roles: most heads of schools cannot sustain both, relocation means giving up the supportive role (or ability to play both) by virtue of assuming a head's position and choosing one's career as primary in a very visibly concrete way. Issues about the impact on one's relationship tie in closely with relocation issues. The top two "obstacles to obtaining this position: for female administrators and heads of schools are: 1) relocation issues and 2) balancing one's job with a family. Neither of these were mentioned as obstacles by men. Females listed three times as many obstacles as men and theirs were primarily subjective ("own unwillingness, self doubt, ambivalence, relocation issues) compared to male responses which were far more objective (lack of degree, lack of experience.)

Based on survey responses, particularly from women, there are still pressures women feel to fit into gender stereotypes and comply with a socialization process that is inherently biased against their assuming leadership positions - at least as they are traditionally defined. Many women view leadership as a sacrifice rather than an opportunity and one significant enough to cause reservations, concerns, and ambivalence combined with self doubt. These factors combine to undermine women's presence before traditional search committees and work against them in the process. Many women acknowledge a need for encouragement and for guidance by mentors, particularly female mentors to get them into and through the process.

The barriers, both external and internal, for females are clear. The following section is a combination of voices, stories, advice and guidance from experienced female heads about how women can deal with some of these internal issues and successfully get through the barriers.

Part II - Stories, Paths and Advice of Female Heads

H's Story

I loved teaching in the classroom. It had not ever occurred to me that I would be interested in this job let alone qualified for it. But, my predecessor whom I had known as my boss, started grooming me for this position without telling me so."

The year my predecessor announced that she was retiring, it still didn't occur to me that I would be interested in this job. It wasn't because I was so diffident - because I had a 7 year-old and 10 year-old at home and was busy doing these different things. Then what happened, much to my horror, I noticed there was no one on the faculty interested in the job. I was sort of Assistant Head at that point although my predecessor was not about to hand out any such title... I had all these different hats... I thought if no one else is going to talk with the search committee I would. This sounds awful but I looked at the stream of people who were coming through for interviews for the job and I got so discouraged because I couldn't see myself working happily for any of them... and my husband who's a business school graduate kept saying you're *nuts* if you don't apply for the job - it's one thing to be number two to Miss X but another thing to be number two to someone you don't really respect and who doesn't know the school. But at the last minute, I pulled out. I said I couldn't do this and I didn't want the job. My predecessor called me in into her office and all but locked the door... and we sat here while she harangued me about why I'd be *crazy* not to stay and run for the job - I think she also told me they were about to *offer* me the job - which of course would be embarrassing for everyone, if they offered me the job the same day I decided I didn't want it. So that is how it happened. That was 22 years ago.

It wasn't something I was ever eager to undertake- the main reason I wasn't eager to undertake it was that my predecessor was a single lady for whom this was a monastic, all-consuming, all-absorbing commitment and she had run the school for 21 years and I knew what it had done to her life which was to almost totally absorb it - and what she sat here saying to me was "you don't have to organize it the way I do, you can do it differently, you can do it any way you want... and you can structure it so that it cannot be such a killer and it doesn't have to be monastic - and I also have the advantage of having a wonderful husband - willing to help with personnel, management and financial training...

Everything you talk about in terms of reservations about the impact this job would have on one's life... "Any *sane* woman would worry about it."

I can understand women viewing leadership as isolation, sacrifice, and having a horrible impact on one's marriage... I don't see that at *all* as a head of school - but it's *exactly* what I dreaded.

One Needs to Make A Conscious Decision To Go For It.

H's Advice

The advice I would give is: "Go for it!" And having said that take a really hard look at yourself. And get some people that you know and trust to talk about you - and don't think that you're doing something conceited - figure out what it is you want out of the job. It's an enormously powerful job and if you go into it for that reason you're going to be a disaster. You've got to deal with your own head about matters of power and authority. And then you have to be pretty clear about how much aloneness you can take because you are alone in a crowd. And so you have to figure out what is your support system beyond your own little crowd. I think you need to look really hard at your energy level and how much sleep you need, how much exercise you need and you have to assess your own family situation. It's really important to figure out why you want this job and what it is you want it to give to you. Because the people who just give and give to it - pretty soon they're just drained. If you're not getting nourished by the job - so what aspects of being a head are you going to find nourishing. For me it's the relationships with the people."

You have to go for it. You can't wait like Cinderella to be identified. You really have to go for it.

" I think the basic traits of leadership are in a personality. Can you become a better leader? Yes, you can learn that - but I think that if we don't like to be out there in front being criticized and or supported as you make decision - I believe that's a temperamental piece - if you don't enjoy wrestling with ideas and problem solving that's not temperamental - there's so many people that shy away from interactive, combative, assertive positions - and you have to like that."

"It's actually much harder to be a division head."

"There's not that much difference between work involved with being #2 and #1."

"I think married or single, as a parent you are just in a perpetual state of inadequacy - because you have no time and you get to resent the school for taking up so much time. And it just seems impossible to manage. If you're going to be a head, you've got to be realistic about what kind of time it takes."

"Knowing yourself before you go into it. Because otherwise you won't know what kind of school to go for - because finding a school that's a match for you and your dreams is what's going to make it successful. It's finding the match and you can't match yourself up unless you know who you are and why you want this job. Some people want it for the money and it's regrettable but true… but you've got to be in it for more than the money."

L's story:

I chose (X school) because of a mentorship - someone who said come work with me… each time I moved ahead it was because someone was pulling me… except when I accepted the principal position - that was my own decision - owning my own decision was critical at that point. It was almost like a switching from an external to an internal authority.

Each time before there was somebody pulling me. And then the decision I made to become a principal was my own - the first time - and that was 11 years ago where somebody didn't say "you have to do it and you *can* do it. I chose to put my name in, very late in the game purposely and again that was a very deliberate decision. Owning my own decisions at a very critical point after having a lot of mentors was the beginning of a very important career choice for myself.

"In some ways ignorance is bliss. I thought I could do it. I thought I had done the thinking for it - it's not irrelevant but it didn't quite cut the mustard. Until you do it, you can't know."

"There are times I've been accused of leaping - I don't recall having any particular fears at the time - I felt I could learn what I needed to - relative fearlessness of experience and relative ignorance were probably a good combination."

C's story

What led me to a head position? A little arrogance. When I say arrogance I don't mean putting other people down - but you really have to believe you can do it. And I have worked for several heads all of whom I respected enormously, from whom I learned a great deal and all of whom I thought I could do a better job.

I went after it. I tried for four different headships in the Boston area and didn't get any of them - and that was both sobering and instructive. I was certainly qualified but I wasn't ready. The search committee saw that but I didn't see it. But I needed to learn about myself a little more. I was so embarrassed about not getting any of those four positions that I didn't talk about it for a long while.

A's Story

What was my path to becoming a head? When I was at XXXX in the 70's and teaching music there - I got the notion/idea that I would like to be in a position where I could make some things happen in ways that I couldn't as a teacher. I was fascinated by the big pieces and the inner workings and I wanted to be more a part of that - and so I put myself on a track to be hired there as an Assistant Director of Admissions (job that was open) - I applied for the job with no experience at all and think if there had been any kind of decent search I probably wouldn't have been hired - but there wasn't - and so *I* was. And midway through the year I was promoted to director - from assistant director. I did that for five years - then became a school head which was kind of unusual in the sense in that I hadn't had any "line" responsibility - I hadn't been a director of a division or anything like that but I knew - pretty quickly - that I really wanted to be a school head - I went and talked to some people in Boston - went up to see XXXX and sat myself down in his office and said "I want to be a school head - what should I do?" Which I guess at the time not too many people had done. He said go to graduate school so I applied to Harvard, but at the time I had two little kids and they were both getting tuition remission at XXXX and my husband was in not-for-profits and I just didn't have the money to do that so I applied to two other programs. Then I went to the school head who was a wonderful mentor for me and had really taken me under his wing and I said to him I really want to be a school head - other people had told me you should first be a division director and he said - you're ready - you can do this. Obviously this will be at a girls school - which at that point I didn't question or wonder about it - and so he presented me at two girls schools - in the first, I was a finalist but didn't get the job and the second was XXXX where I went in 1980 - and so that was how that all happened. I would say overall that the role of mentors is important - but as much as that - there's just something that people have to have - I don't know what you would call it - ambition - something that made me say - this looks interesting and I could do some important things if I were to be a head of school - and then I figured out what the best route to it was.

Fears or concerns? "Oh, sure. You always wonder whether you're going to succeed. And will you - and I think that when you move out of the classroom and into administration in a way that's a quantum leap - it's certainly a leap from some kind of administration position into being a school head. But I think leaving teaching is a big decision and there's always a piece of us that feels as if we've sold out. You never quite get beyond those who rule and those who are ruled although, god knows, we're much more collegial places than most in the universe. But people still see themselves in those categories and we that leave teaching always have this piece of us that says, oh, we sold out. And now we're part of the power structure.

"It certainly takes a bigger chunk of your waking hours and your psyche and your energy - all that - but it has tremendous rewards. It's the highs and lows, which I'm sure you've heard from a lot of people - you absorb and feel the pain of places and the frustration and you also have a lot of opportunity to be the kind of lightening rod for the good stuff too. You have to know you pay for the good times with the bad times I guess."

Find Your Own Leadership Style.

"There are various models of leadership - I think Peggy McIntosh at Wellesley has the right idea from my perspective which is it's not the pinnacle - the view from the top all by yourself, but it's a plateau. Administrative team - rarely decisions get made without them. We laugh together, of course we wring our hands together, but we really have a good time together. In fact, I don't feel isolated. But what I do feel is that there are things I'm not going to talk about with anyone here - but you know something - that's life - there are some things you don't talk about with your colleagues. I have some conversations with other women who have expectations from their job that are unreal. The job is not here to create our emotional life as well, and yet because it takes up so much time it's easy to slip into this... 'I'm giving all this time, but I'm not getting anything back, people don't appreciate what I'm doing...' This gets back to knowing yourself... You've got to take care of yourself in ways so that you're not disappointed or angry with the institution because the institution isn't taking care of you. And that can take many forms. There's no one formula for that."

"You can expect too much of the school to be a resource for you personally - because in fact it isn't."

"I never doubted I could do it, but it had a lot of concerns about how I would do it - my leadership style. I never questioned my choice. I never doubted that I would be a good head."

"Looking at the head position as the opportunity to use your own style and structure - not following someone else's either male or female."

Leadership Styles

"That they have so much to give - female leadership models is the way we're going even without all that experience - women bring strength that men might not ever have - it's OK to have a style against the traditional model - you can't work with someone else's model."

"I'm relatively cautious when I make a decision - and check with a lot of people first before making one - there's not a wide margin of error."

"Women in some ways are better - more intuitive. There's a lot of mothering that goes into it."

"Listen hard - think with folks - collaborate - don't think you can impose anything on anyone."

"Position of leadership - never have the people who work for you think you're levels above them - except when hiring or firing."

"Women by nature are such good balancers and that's what this position is about - is trying to balance the needs of a number of different constituencies and making sure student needs are at the core."

Try Not To Take Anything Personally

"Try not to take anything personally - that's my best advice to anyone - but I don't know how you're going to learn that. That is, by the way, very female. "

"You need to not take it personally."

"Try not to take anything personally. It's very female to internalize everything.

Trust Your Inner Voice

"One has to have an internal compass and keep it heading true north. Be one's own friend because there are so little thanks - be kind and forgiving to oneself."

"Trust no one but hear your inner voice. Get connected with that and get connected with the school's goals so that your inner voice and the school goals are the same."

"Find lots of time for personal time and reflection."

"I've had to learn to trust no one but listen to everyone. Hear your inner voice - connect your inner voice with school goals."

"Wrestle with your own female identity and try not to think that it's because you're female or try not to think that it's only because I'm female - in other words have some of those identity pieces at least more settled - don't play it out in the job."

Dealing With Isolation - Build Your Own Network Of Support

B's Story

The greatest obstacle to becoming a head was learning to feel comfortable in isolation. Learning to feel comfortable making what I thought was a good decision when almost everyone else did not. Learning to feel comfortable with myself in a role of leadership where people might not like me. And it didn't take long for me to move through some of those feelings. You just feel the pain , the depth of pain and keep telling yourself - actually what it is, is you come out through the other side and say oh that wasn't a bad decision. That's really what it is - experience with the pain of making decisions that were not quote "popular" or against the tide of the community and just coming out the other end. I've made enough of them now, I trust myself so much now in making a decision that is carefully thought through. I don't have a wide margin of error. My error of margin is relatively narrow. By the time I make a decision I will have checked around, listened, over a period of time watch people fumble around with the possible same direction and sometimes call colleagues and then I make it but I'm at the other end - I've already gone through the process so I'm pretty comfortable with my decisions and I can defend them pretty well.

"You need to learn to feel comfortable in isolation - making your own good decision and feeling OK about it even when others don't agree with you and think you're wrong. I overcame that fear by feeling the depth of pain and the experience of making decisions that weren't popular.. and then coming out on the other end. After you do it again and again the pain gets less."

"You have to be pretty clear about how much aloneness you can stand. Look hard at your own energy level and what your needs are. It's important to figure out why you want this job - what aspects would you find nourishing."

F's Story - What do you wish you had known going into the Head's position?

I wish I had known how lonely it can be. I have always been a fairly gregarious person - meeting people well and I have good and deep relationships. Naively or with great hubris, whichever, I approached it thinking that one could despite everything I've read - if you were just honest - if you were a person who worked collaboratively - if you were really a good teacher - of course all heads should be good teachers - that one could transcend the separateness and the loneliness. Either I've lost my gift of teaching or it's impossible, because there are definitely those moments...

I think that the toughest reality for me came early on with a personnel decision. There was clearly a teacher in the school that needed to be removed - everyone knew the teacher needed to be removed and colleagues would come in... I mean the goods were there... and my predecessor had chosen to ignore it and it needed to be done... for everyone's sake. Nobody felt good about this and yet when I dealt with it some of the very people who had been the most vocal and public in the beginning said ugly things in public because they didn't have to say what they had said before... That was a dark moment. And I felt it then and I know now when to *expect* it but there's a kind of jadedness that protects me now from that loneliness. It's loneliness and it's separateness... and again as I said there's jadedness that kind of takes place before you make those decisions - I'm about to have to make another one of those decisions and my administrative team is aware of it because I do make decisions in there and just Tuesday they said, gee everyone's going to understand this and I smiled and said "wrong". I think that's a loss. I think that's a terrible loss and yet as I talk with my colleagues that's not unique.

How do you deal with that? I think if you're in a good relationship at home, it's a wonderful compensation. I know that I have several friends who have solid good marriages and I think their husbands work in other places and they go home and their husbands are really supportive and that's wonderful.

I have friends who have nothing to do with the campus and they're very important to me... and they're good friends. But you need to have a relationship separate from the campus I think - it helps with that. I think I've developed colleagues even in the greater school world that have made a huge difference to me.

I wish I had known more about the separateness... and you know what the irony is - and it must have been hubris - because as I looked at other heads that had preceded me and they seemed to become as their tenures went on - less and less involved with the school. They seemed to withdraw. I always attributed that to their no longer being interested, but I'm much more compassionate now. I also think you should walk in the shoes before you make those judgments but we've all been there.

Other Comments:

"I do not feel isolated. Wherever you are there are things you can't talk about with everyone."

"Build in a support group with other heads of schools right away."

"Surround yourself with an administrative team that you can really work well with. Your instincts are usually right about stuff like that. I think we labor over the relationship part so much and I don't think that's always in our best interests. Surround yourself with people whose instincts you trust and who can tell you when you've screwed up - because the larger school can't do that."

"Find lots of personal time and time for reflection - hook up with other heads for support."

"I learned how to play the male game of how decisions are made. Learn how decision making is made within the context of that community and then go with the flow but - at least understand it and then use it if it's to your advantage."

"It really pays to get competent people on staff in administrative positions - people who know more than I do - it keeps me from micromanaging ."

"Do not take yourself too seriously, ever. Try to get an administrative team that you work well with and can work really honestly with."

"In your first two years, try to spend as much time as possible with individual board members and be sure that everybody is on the same page. You need to build an allegiance in addition to doing the usual board things -spend more time with the board than you think you need to - most of us go into this thinking we'll spend more time with faculty and students. If things are going well with the board you have time for everything else - if you don't get that piece in place then when the tough times come, which they always do, you have a political base. This is a very political job. Working to make those board members attached to you and to each other is really important."

Working Through Fears - Tough Parts Of The Job

"I lived through having to fire people and it's not great - it's the thing that keeps you awake at night - but there's a larger goal to always keep in mind. When a division head gives me grief about letting someone go, I ask them, do you want your own child to be in that class? Sometimes we tend to protect and guard everyone ... but it is the role of the head to cut through that and say we're going to move and take the heat for it. For women, it's such a public position... "

"It's much easier for a woman administrator to think you can make everyone happy. You can't. You tend always to try to work things out and there are situations where everyone just can't be served. Some people can be negative - like human pathogens - it's true in almost any organization."

"The hardest problem is how hard it is to distinguish between what is urgent and what is important. Because very often the urgent stuff isn't very important and the important stuff isn't urgent."

"If you feel uncomfortable about the financial piece, find someone to spend 2-3 days with you to discuss all of it - just get it done - it's not hard after that."

"The greatest fear I had was a student dying under my tenure because of an accident out of negligence and in fact the school did have a student before run over by a bus. In my first year, a teacher died and I had to help bury him because he was gay and had AIDS and his family didn't want to participate - I've had parents die and students die from illness and I'm no longer afraid of death. That was the one main fear - nothing else would rattle me - and even now in 1997 that doesn't rattle me."

"The financial part is just nothing - it's tuition and salaries and that's the end of the story."

"Being pregnant... it's a great thing to have a baby in a girls school -there are 6 zillion baby-sitters. If it all ended tomorrow and I had to walk away from this job it's OK - it does remind you constantly that there's something more in life than work - in some ways it's helping me to be a better school head, especially understanding parents."

Insist On Having Household Support

"You've got to arrange your life so you have support - women need to have household help and a lot of it."

"I pay people to do what a wife would do."

"You've got to be insistent about household help. Most males most frequently come with a wife. And if they don't have a wife, the boards don't even stop to think about getting them full time help. If you're a woman you've got to make the sale. You've got to arrange your life so you do have time and that means household help. A woman has to have help and a lot of it. And we have to find time for ourselves."

"Negotiate a contract that give gives you adequate household help and perks that would be comparable to those a man would get."

"It's very important for women who are always trying to be housewives and professionals to have some help at home."

"Men often have wives on the payroll, particularly at boarding schools, but wives don't have that option."

Once You're There...

"Try to have a strong relationship with your board chair - however that happens. I've had two very different board chairs but both have been great. Someone you can tell everything to."

"The first few years, intellectually you know what the dimensions of the job are, but you can never know something effectively until you're in it. You certainly get a sense of that very quickly as you go through your first major loss and the first time when you have to fire somebody and the first time all those things happen. The first time you preside at some major ceremony or ritual where all the feelings of the power and compassion and wonderful love that an institution can produce in people at those kinds of events - suddenly you're kind of the point person for all of that - and that's pretty overwhelming in a positive sense."

The Impact of the Job - E's perspective

It's just the most fascinating and rewarding job - it's just endlessly fascinating - every day is different from the other - it's like teaching in that way - the moment I started teaching I knew it would be more fun than anything I had every done - part of the fun and fascination about teaching is that it's essentially a manic depressive occupation - I mean one day you go in and everything just goes so beautifully and the kids are lighting up like light bulbs all around the room and the next day you come in equally well prepared and it falls flat...and you walk out of the room thinking I must be the worst teacher in the world and running a school is kind of an extension of that - there are endless problems to solve, you can't get everything done because you've had to drop everything and attend to some lunatic, weird behavior on somebody's part... but it's always interesting. It's a little less manic depressive than teaching because you can start with the assumption you'll never get through everything. I should show you in addition to all of that junk on the table that I have to dig out somehow by the end of the summer if you pick up the skirt of the sofa you're sitting on you'll see all of the other amassed messes. It probably goes back ten years or longer - I just don't ever get to it... and if you wait long enough it's obsolete any how. I'm not kidding.

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The bad thing about it is the sense you will never get your head above water.

Be prepared to devote enormous amounts of time - long, long hours to public appearances of one sort or another.

"Sometimes I wonder whether what I say will make a difference or not - because it's always interpreted in a different way than what I intended."

"I'm surprised at how much power my option has - the weight it has and how much more subject it is to gossip and interpretation."

"Letting something go wrong is OK - how to delegate and make people accountable without controlling them is the question."

"There's a danger of headships where people want to change things immediately - I wonder if males do that more often."

"The trick is to be the leader without being the owner."

"I wouldn't have my spouse involved in my school."

"Don't try to be perfect. I try to be human."

"We have a tendency to hold ourselves to ridiculous standards."

"Talk to friends."

"The payoffs: lasting impact on a community and institutions - vision - become a part of connecting with people - personal impact on others' lives."

Find A Good Mentor

"I made it my business to ask for mentorship - when I first became head I called XXXXXX immediately and asked if she would be my mentor - every time something difficult came up I called her."

"My mentors have been male - find somebody that you like to help you - the more you talk with someone who's a head, the more that person can demystify the position."

"It's important to have a good mentor - and I found it especially helpful to have a female mentor who could understand some of these issues."

"It's more important for women to mentor other women."

Need For A Strong Inner Self

"The greatest impact on my life is that I'm pretty confident with myself that I won't go way off the deep end - I don't get too hurt - nothing is extreme for me anymore. I feel as though I know my leadership style - I know what I can do and I know my limitations. I know what other people can do well."

"One has to have an internal compass and keep it heading true north - be one's own friend - there are so little thanks - be kind and forgiving to self."

"There's tremendous isolation and sacrifices - that's why I said there's a need for a strong inner voice - and moral compass - you don't get reassurance from outside."

"The best qualifications you can have are self knowledge- knowing who you are as a person - your personal ethics and beliefs have to match the school."

"You have to take a really hard look at yourself and figure out what you want from the job."

"There's an identity piece you have to resolve - particularly any part that wants approval."

B's Story

The greatest obstacle to becoming a head was learning to feel comfortable in isolation. Learning to feel comfortable making what I thought was a good decision when almost everyone else did not. Learning to feel comfortable with myself in a role of leadership where people might not like me. And it didn't take long for me to move through some of those feelings. You just feel the pain , the depth of pain and keep telling yourself - actually what it is, is you come out through the other side and say oh that wasn't a bad decision. That's really what it is - experience with the pain of making decisions that were not quote "popular" or against the tide of the community and just coming out the other end. I've made enough of them now, I trust myself so much now in making a decision that is carefully thought through. I don't have a wide margin of error. My error of margin is relatively narrow. By the time I make a decision I will have checked around, listened, over a period of time watch people fumble around with the possible same direction and sometimes call colleagues and then I make it but I'm at the other end - I've already gone through the process so I'm pretty comfortable with my decisions and I can defend them pretty well.

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"You need to learn to feel comfortable in isolation - making your own good decision and feeling OK about it even when others don't agree with you and think you're wrong. I overcame that fear by feeling the depth of pain and the experience of making decisions that weren't popular.. and then coming out on the other end. After you do it again and again the pain gets less."

"You have to be pretty clear about how much aloneness you can stand. Look hard at your own energy level and what your needs are. It's important to figure out why you want this job - what aspects would you find nourishing."

Finding A Balance

"The other piece is I think people are making the choice that they don't want to give up as much of their personal lives. I can't argue with that. That's a choice people have to make. And I don't think there's a way that we've figured out to slice up this job differently so that people don't have to do that. All of us have ways of preserving our sanity and our personal lives and you don't always do that and not pay a price in some sense. You can't go to everything and when you don't go - people notice that you're not there. But sometimes you just have to know that for the greater good of people you have to do what you have to do to keep yourself whole and sane. But even when you do that at a certain level you're still giving up an awful lot that some people just consider normal - like having weekends that are actually weekends and stuff like that."

"Take time away for yourself. Take the vacations you have. I have a wonderful Assistant Head who can do things much better than I can."

"Balancing personal with professional time - I still believe it works when you can get there - I'm not there yet."

"You've got to take care of yourself so you don't blame the institution for not taking care of you - and get angry at school. You can't expect school to provide emotional support. The job is not here to satisfy your emotional life."

"I try to balance it more with time away - I know it's time to go when there's little difference between what I'm dreaming and day to day work"

"It's risky business - there has to be a balance."

"The greatest difficulty has been on my family. Time away from them. My secretary, my assistant head, and all the principals of my school keep saying: "You know

it's amazing how you never let anything ***bother*** *you." I have this idea that if I let things bother me it's time and energy taken away from my family. That's what I do. I just equate - you put too much time in here, it burns you out, there's no time for my family - so it's an easy marker for me. If you spend too much time overburdened with the deep emotions of the job, you won't have time for your family. So it's an easy cause and effect. And that's been the most difficult because I feel I'm not always there for them and I should be. But that would probably be true if I were in another job, in any job - it's just this one is more demanding emotionally .* "

Impact On Relationship and Relocation Issues

L's Comments

Some people might fear that being a head of school would hurt their marriage. My experience would ask me to examine if that relationship was really good and solid to begin with. In defining my authenticity and realizing that yes my being head of school exacerbated the situation with my husband, I realize as I peel back the onion there were plenty of signs early on that I was being diminished - and the happiest times we had were a six month period when I was being a very traditional woman - we had moved - I didn't have a job yet - I was cooking and cleaning and doing the carpool and at home listening to the man's stories and - so I've become more and more convinced in my own personal circumstance, the relationship was imbalanced and I was living a fantasy - and as I talk to a number of my friends, many women in my generation lived fantasies and continue to live fantasies - because we're almost a generation ahead of where the males are - so I'm not sure I can hitch it as uniquely to being the head of school -But I think we were able to contain it more before I became so public.

I do think the signs are there - if you really are in a situation where one is turning down a job because it's going to make someone else feel devalued - where is the equity in that relationship? So I really begin to question the health of the relationship. Now I think we have in this culture and this generation a freedom even mentally to look at relationships that generations before us didn't - I look back on my grandmother and grandfather's relationship and I adored both of them but my grandfather was unkind to my grandmother - and she just kept a stiff upper lip. I don't know if he controlled the money but he controlled the emotions. I have some real memory flashes of his just saying some really unkind things to my grandmother who was a saint and yet- I adored this man - I put that in some little box and it's only from the perspective in which I'm moving now that I review those flashes… I think that one of the reasons women don't take the job at XXX and one of the reasons I did this for 29 years was because the generations before us were tough enough…to tough it out. And it still gets into the "good

girls do this" and "what will they think", what is *normal* is that you have a husband and a child and a coffee pot and … the whole picture.

"Clarify or work toward clarifying your relationship with your spouse about areas of vulnerability His frustration or anger or fear of potentially subjugating himself to your career as primary - even it if means a temporary shift and taking turns. Communication is essential. Think about taking time - 5 years - to build towards it. You need to talk about it - if there are implicit fears and vulnerabilities it can be very hard."

"It's harder for men to take the role of supporter."

"More traditional marriages don't allow for mobility - my husband and I take turns."

"I would suggest beginning a dialogue with your spouse about five years before - and open up communication about some of the issues… relocation, readiness, change in roles etc."

Role As Leader

"If you find the right school, and the right match - there are more opportunities to be yourself rather than fewer.."

"It's important to be yourself and have your own style."

"John Ratte always says that these are "pre-modern" institutions and I think in many ways they are. People like having one embodiment or one person who kind of symbolizes everything and it's difficult. I think it's a powerful part of what makes these places seem personal and human and there's good and bad involved in that - but it is the way they've gained and maintained a lot of strength and this particularly human dimension."

"You need to ask yourself if you like being out front - it's a temperament piece."

"It's kind of scary - it takes a lot of work - it's hard to put yourself out there."

"Don't try to be perfect - women tend to set much higher standards for themselves."

"You need to be ruthlessly honest - you have to be honest all the way through."

"You need to have an open heart and thick skin."

"You have to be constantly picking yourself up - be prepared for a loss of privacy and life in a fishbowl - and endless and constant criticism. People personalize their issues and project them onto you."

"You need to have a genuine love of people."

You don't so much need a thick skin - if you get a thick skin, you're jaded - you need a tolerance for ambiguity - even when you don't want to hear anymore and your tolerance is stretched - you need to still listen."

"You have to have a disposition that is comfortable with change."

Search Process/Career Path

"I always tell people to be themselves. And I do believe when talking to search committees that character and real integrity and strength are absolutely necessary for this job. They're not sufficient, but they're absolutely necessary. There are a lot of things that get added on beyond that which make you good at the job, but if you don't have that, it's a disaster - and those are things that people have in varying degrees. I think strength of character is absolutely critical and you would never recommend it if you saw somebody who just didn't have the strength to do it. I think you wouldn't urge them to do it I think there are people like that who are fine if they have someone strong supporting them - but who just can't be that person - I don't think that makes them bad people - but just not right for the job - and I think most people know that to tell you the truth."

"I think there's still some really instrumental things like mobility that are more of an issue for women than for men. I'm glad to hear the progress is positive even though it's very slow - I think that as women see more models that look like them there will be more - but one can ask if that's true why isn't the change more rapid. There may be inherent parts of being female that make people less apt to take risks - we see it here with leadership positions - in fact I'm going to give a talk on this when we get back from spring term because it's right before people decide whether they're going to run for school president or not and that position has been overwhelmingly male since coeducation. It's a real concern. You talk to the girls here about it and a lot of them admit they are less likely to want to put themselves out or put themselves forward and then lose. And that may still be true in the way we do these things. It still feels - it is win lose. It's hard to cast it differently than that. I think it's a very strengthening experience to lose something like that and I'm glad that it happened to me because it's made me much more sympathetic to people who are in searches who don't get jobs - it's much easier for me to know that happened to me once and that I was devastated. It turns out it was the best thing that ever happened to me because XXXX was a much better spot for me than the other place, but I didn't know it at the time and I certainly felt terrible. But if you go through that and you can do it again, it's not the end of the world."

"It's risky doing things we're not prepared for -like pretending we are someone to get the job - the series of risks makes you feel stronger - helps to bridge the gap and discrepancy - that's what I think you should try and develop as skills. Putting yourself out - taking a risk and learning how to feel comfortable with risk taking."

"In some ways ignorance is bliss - there's no way you can prepare yourself - until you do it you can't know"

"So much about it is instinct - you use it in ways you've never done before."

A FINAL WORD OF ADVICE

"I would want that person to find a school that she felt passionate about - as opposed to a job that she wanted. This is a hard job and this is a job that sustains me daily that I love. But I love it because I feel passionately about this mission and about what I'm doing. If I were in this for a title - if I were in this for the big bucks - it's not enough. The title is not enough. The big house is not enough. Getting together at NAIS is not enough. So for me, and I think for women there needs to be that connection, that relationship. I look at a number of male heads - and I have some issues with the professional head who is never going to get fired because he's smart enough to do the five year cycle - you just keep going from one place to another. There is no connection with that person to the school ever. I don't care what they tell me, you can't do it in that period of time especially since you spend a year getting to know it, a year looking out and a year before that to make the decision you were going to look out. I think it's bad for schools and I think it's bad for kids... but for whatever reason it works for them - and that might support some of the current research about gender."

"It's hard work and to me the only thing that makes it worthwhile is the fact that I feel so passionately about it. So don't look for a title. As far as I'm concerned, if you're happy doing what you're doing make it be right. People talk about my boundless energy - I think some of that is a gift - but you can get pretty worn down if you don't like what you're doing... I don't mean to say one doesn't get tired but there's a difference between tired and worn... I remember writing in my journal when I was deliberating about the job and wrote that I felt ***driven*** *to do it. Finally, I went to my minister whom I adored and asked, "Is it possible one is meant to do something and it's not the ministry?" He burst out laughing and he said, "Of course! That's* ***your*** *ministry!" And I really do believe that and that's what sustains me because, even through the loneliness, I still feel I'm supposed to do this. I don't know if I will always be supposed to do this..."*

"I'd like to say... and this is hokey... and I'm really going to be embarrassed if I see this in writing but... I believe this is a calling. I believe there are things we are meant to do. So my advice is: I think it works and I think you're sustained by it if you can't ***not*** *do it."*

Bibliography

Works on Female Psychology and Development

Belenky, M., Clinchy, N. Goldberger, and J. Tarule. (1986). Women's Ways of Knowing. New York: Basic Books.

This is one of the formative psychological studies addressing issues and questions about women's psychological development, epistemological orientation and how both relate to knowing the world in a unique perspective that is different from males. Ways of knowing and gaining voice are correlated with developmental stages that are based in patterns emerging from interviews with 135 women. The different ways in which women know the world are further tied to differing ways of knowing oneself and the development of one's own knowledge as a reliance on oneself. The developmental stages that are tied in with epistemological stages include the following: 1) Silence, 2) Received Knowledge, 3) Subjective Knowledge, 4) Procedural Knowledge, and 5) Constructed Knowledge. The authors make correlation's between the development of women and ways in which they view the world in an effort to gain self knowledge and expression. Gender differences are explored in terms of the way women describe their progression through stages as they become more independent and self reliant.

Brown, Lynn Mikel and Gilligan, Carol. (1982). Meeting at the Crossroads: Women's Psychology and Girl's Development. Massachusetts: Harvard University Press.

Gilligan and Brown talk about the differences in the way boys and girls view leadership, decision making, and values in educational settings. Gender specific models and leadership strategies are explored through conversations with girls and the way they view and tend to approach conflict resolution and governance.

Anderson, Sherry Ruth and Hopkins, Patricia. (1991). The Feminine Face of God. New York: Bantam Books.

Two women authors explore the way in which women follow their own spiritual paths and consequently develop their own voices of independence, knowledge of oneself and a subjective spirituality based on life experiences and pursuits. The text is an analysis of thirty women who were known in their communities as sources of spiritual inspiration. It is based on the same premise found in Gilligan: that women have been analyzed and viewed from a predominantly male perspective, particularly in the realm of moral development. This book looks at a specifically female perspective toward moral development and provides an orientation that is distinct from traditional writings about human development dealing with spirituality. Commonalties and patterns emerge among the interviewees and their individual exploration of paths leading to spirituality; these deal with finding one's own voice, self sufficiency, fining authenticity from within rather than from without, the theme of "leaving home" and the process of "stripping away layers of enculturated patriarchal values". The process these women go through is profoundly disruptive and in most cases a challenging confrontation of inner fears, primarily the fear of being selfish, and well as battling the tendency to rely on other paths outside oneself. The spiritual path is followed by "honoring what is personally true" rather than "clinging to ideals about what one ought to be."

Dowling, Collette. The Cinderella Complex. (1991). New York: Summit Books.

Dowling refers to the socialization conditioning that takes place with adolescent girls which creates a desire and socialized trend to become dependent as they enter heterosexuality. Dowling uses the folk character of Cinderella to illustrate the conditioning that occurs from media messages, social expectations and unconscious messages sent to girls through parenting: that they need to become attracting, pleasing, and an object of male desire in order to achieve the desired end which is falling in love with their knight in shining armor who rescues them and takes care of them for life. Dowling contends that girls the age of adolescence must choose between being independent and dependent and between fitting into socially acceptable norms leading toward heterosexuality or isolation outside those norms. This creates a split identity in which girls much choose between independence and separation or anticipating demands, expectations and fulfilling a role which is acceptable to others, particularly to males. This conditioning to be acceptable to others in society is underscored by a desire to be acceptable to males whose culture determines the process and standards. Rather than gain a happy ever after existence, this loss of self or at best living successfully with a split identity eventually causes a developmental crisis for most women.

Durek, Judith. (1989). Circle of Stones - Woman's Journey to Herself. San Diego: LuraMedia.

In a series of essays, poetry and journal entries, the author explores stages of female development from a personal perspective, an historical context and Jungian framework. Beginning with the historical premise that in ancient times representations of the divine were feminine, the author describes the separation that has taken place from this identification to a male dominated notion of the religion in contemporary culture. Developmental stages, for females, incorporate the notion of separation and a need to return to the archetypal female within as a pathway to authenticity and self reliance. The path involves leaving behind the reliance on outer authority to find one's own meaning, leaving behind the notion that one's duty is defined from the outside and the inherent premise that goodness among females is judged on the basis of one's service to others. The transitional process that leads toward self reliance usually involves stepping away from the "collective values" and social values attributed to women in order to find one's own voice and subjectively unique identity. The author contends that depression is common and in some cases inherent in the process of turning inward and learning to trust oneself. Depression forces one to listen to the voice within which can feel like a wrenching away from "the comfort of the collective to the isolation of one's own, deeply buried feelings." The process eventually leads toward an acceptance of the feminine archetype as a source of strength within and developing a strong inner voice in contrast to an outer, social authority.

Gilligan, Carol. (1982). In a Different Voice. Massachusetts: Harvard University Press.

This book is one of the first to approach the psychology of women and girls as a distinct body of research apart from the research that had been applied, particularly in the area of moral psychology, to men. Gilligan redefines moral psychology from the perspective of females and

reveals the inappropriate tendency in previous research, including Kohlberg's in his "stages of moral development" to measure girls or compare girls to standards that are decidedly masculine in nature. This tendency to view girls in terms of standards that don't apply to their way of thinking automatically portray girls as inferior. Gilligan explores the realm of moral development in the he way it is viewed by females and their different standards of morality compared to males. Her work reveals that females view their connections with others, not their critical independence as in Kohlberg, as their highest stage of moral devilment. This work was the first to explore moral development as a distinct body of research in females and to expose the inaccurate historic tendency to judge women by terms and standards defined and identified by males.

Gilligan, Carol. (1990). Joining the Resistance: Psychology, Politics, Girls and Women. (Michigan Quarterly Review. Michigan: University of Michigan Press.

This article explores the split that occurs with girls in early adolescence as they approach early adulthood and must face societal expectations that are different from their authentic selves. Girls record their impressions of art work while wandering through museum and their perceptions of female works of art as they reflect on the way women are portrayed. Gilligan explores the developmental stage for girls in early adolescent where they encounter a society whose expectations differ as they enter adolescence. She explores the phenomena unique to girls where their androgynous, tomboy, independent natures are confronted with social expectations to conform, become pleasing, downplay their autonomy and perform according to social standards. Gilligan's thesis is that most girls develop two selves at this age. The authentic, pre-adolescent self goes "underground' and another social self is created on the surface to comply.

Miller, Jean Baker. (1986). Toward a New Psychology of Women.. Massachusetts: Beacon Press.

Miller explores female psychology from its unique cognitive and developmental context in contrast to studies that have been applied to females based on male standards, views of women's roles and inherent biases. The dominant male group has falsely described the subordinate in terms that are inaccurate and unfair. She explore female psychology and development as it has been social constructed by others over the years and as a gender oppressed by cultural inequalities and subordination, including violence against women. Miller explores a new psychology that is based in female life experience rather than a male perception of this experience, a conflict against male domination, or an attempt to adapt male models in order to fit into the dominate culture.

Pipher, Mary. (1994). Reviving Ophelia: Saving the Selves of Adolescent Girls. New York: G.P. Putnam's Sons.

May Pipher is a psychologist who through her work with adolescent girls reveals trends in their development along with crises, pitfalls, and pathological tendencies that are exacerbated by society's view of females in this culture and the need for girls to be accepted by the very same culture. Ophelia is the symbolic character who loses her self to adolescence when she falls in love with Shakespeare's Hamlet, lives for his approval and then drowns herself when spurned by him. She loses herself in search of approval and acceptance from another. Piper talks about the developmental stage for girls in early adolescence when they shift from being subject to the object of others desires and expectations. The true self is subjugated to the culturally prescribed self in order to please and be accepted by others. This shift and split in self causes problems for many adolescent girls who are battling to save their true selves while conform to a society's prescription

and accept a "code of goodness". In a series of transcripts from sessions with her clients, Pipher explores the impact of developmental issues and experiences causing problems unique to adolescent girls: divorce, issues of sexual activity, eating disorders, sexual harassment, and rape. She view a strong family as "strong roots" for girls subject to winds and weather as saplings and describes most girls entering into adolescents as "good carrots being cut into roses" by society.

Tannen, Deborah. (1990) You Just Don't Understand: Women and Men in Conversation. New York: William Morrow.

Tannen explores the differences in the way men and women interpret each other from gender perspectives and paradigms emerging through gender differences and socialization. A professor of linguistics, she analyzes the frustrations inherent in these misinterpretations and roles men and women unwittingly play out through their approaches to conversations and problem solving. Tannen suggests that women tend to seek mutual support and acknowledgment of feelings through conversation whereas for men hierarchical patterns are intimated through information dissemination. Females tend to discuss problems in conversations as a means of seeking a connection with men whereas men also are more prone to want to fix problems rather than affirm them and support females in their confronting the issues. Tannen explores ways in which males and females can begin to understand at least the differences in perspectives and hence the misinterpretation which often causes frustration and misunderstandings.

Walsh, Elsa. (1995). Divided Lives - The Public and Private Struggles of Three Accomplished Women. New York: Simon and Schuster.

Three biographical profiles are presented representing women who are struggling to find a balance between their personal and highly successful professional lives. All three experience conflicts between family and careers, gender bias within their professions, and struggles against gender stereotyping in their work place and personal lives. They each struggle to different degrees with the conflicting demands of being full time professionals, mothers and wives. Meredith Vieir, a former correspondent with CBS and 60 minutes reveals the discrimination she felt in her career as a journalist while trying to balance motherhood. Her struggles eventually led to her resignation from 60 Minutes and a decision to relinquish her career aspirations temporarily to find a balance and fulfill a more compelling need to be with her family. Rachael Worby, a conductor in West Virginia, reveals her ongoing professional struggles as a female conductor and first lady of the state of West Virginia and the conflicting demands, self doubt, and criticism she encounters while trying to fulfill two roles. She is under constant scrutiny and criticism by the press in light of her husband's position and role as first lady while also under constant strain to sustain her own career ambitions in a non traditional field. Alison Eastbrook, the third woman profiled, is a surgeon at Columbia Presbyterian Medical Center at a time when 4% of the country's medical school department heads and only 6% of the nation's surgeons are women. She initially encounters discrimination when she realizes she is being paid 60% of what her male colleagues in the same program were offered and again later when she promised a promotion which is then rescinded in favor of other male surgeons and at one point a colleague with less experience. While struggling to prove herself and earn the promotion she was originally promised, Alison talks about the price of this struggle, her anger, the loss of balance within her life and the arduous political battles she is drawn into. All three women share similar conflicts and encounters with social bias and discrimination as women in high profile careers who are trying to balance their professional and personal lives.

Women and Leadership

Blumen, Jean Lipman, Fryling, T., Henderson Michael C., Moore, Christine Wester, Vecchiotti, Rachel (Eds.)(1996). Women in Corporate Leadership: Reviewing a Decade's Research. Boson: Wellesley Center for Research on Women.

This body of research is an analysis of trends for women in corporate leadership in the last decade. It explores barriers to women pursuing leadership positions in corporations and why progress has been so slow in this area. Some issues that are addressed include: the corporate culture as a roadblock, difficulties trying to integrate family and careers, the role of mentors and the view of women as leaders within corporations.

Cantor, Dorothy W. and Bernay, Toni. (1992) Women in Power - The Secrets of Leadership. Massachusetts: Houghton Mifflin Company.

This book is based on interviews with 25 women in prominent political positions and address common issues and attitudes among women who have ascended to positions of power and politics. A look at their biographical information shows common themes, family dynamics, socialization in early years and common character traits. Emphasis is place on internal qualities and strengths leading these women to positions of power rather than external, political barriers that confronted them and a world view that looks for possibilities rather than obstacles. Important developmental factors include encouraging parents, strong role models, development of a "competent self" that is able to take risks and is internally rather than externally, and early encouragement in learning to take risks. The way in which power is viewed represents a paradigm shift that allows for feminine values rather than contrasting with them. Power is seen as helping others, advancing an agenda that will make life better for others and the ability to make a difference. Females historically have been in fear of power because it represents a threat to relationships and because of sociological conditioning to enhance the power of others. Double standards of behavior with women politicians is evident in terms of needing to be "tough" but also not appearing too "tough and unfeminine". The authors contend that our view of power and politics is changing and that effective use of power as empowering others will naturally fit with female leaders and feminine values in future years. The leadership equation for women assuming and pursuing power is a combination of "competent self" , "creative aggression", and "WomanPower". The authors use females in political positions as illustrations of this equation and as role models for other females with the underlying premise that leadership can be learned and can be learned at any time in one's life.

Catalyst. (1996). Women in Corporate Leadership: Progress and Prospects. New York: Catalyst.

Catalyst presents the latest research findings in their document about women in corporate America, in terms of progress over the last ten years and current barriers toward progress. This report looks at females who head corporations as well as female presence on corporate boards and explore the causal relationship between the two. Statistical analysis of progress of women in corporate America in terms of salaries is explored as well as promotional practices in larger corporations.

Dunlap, Diane and Schmuck, Patricia. (Eds.) (1995). Women Leading in Education. New York: State University of New York.

This is a collection of essays and research projects relating to women in public schools and their presence, career paths, and ascendancy to positions of leadership. The essays deal with issues concerning glass ceiling barriers, socialization patterns on women in educational careers, and advice for breaking through these barriers. It address the fundamental question of why there aren't more women in leadership positions given the disproportionate numbers of women in teaching.

Githens, Shelley. (1996). Listening to Women's Voices: Exploring the Connection Between Leadership, Personal Growth, and Mountaineering. Unpublished doctoral thesis, Seattle University, Seattle, Washington.

Shelley Githens was one of 15 women who particpated in "Expedition Inspiration", an expedition that led a group of breast cancer survivors to climb the tallest mountain in the Western Hemisphere, Aconcagua in Argentina. The goal of the expedition was to raise money for breast cancer research in the United States. As a member of this team, the author describes connections between women and leadership and mountain climbing and leadership while also exploring theories of feminine leadership and transformational leadership theories based on the work of Beverly Forbes at Seattle University. Part of the dissertation's findings were correlations between participant experiences and attributes and Professor Fore's "Theory F Transformational Leaders".

Forbes, Beverly A. (1994). Profile of the Leader of the Future - Origin, Premises, Values and Characteristics of the Theory F Transformational Leadership Model. Unpublished manuscript, Seattle University, Seattle, Washington.

This article, in its first draft, was originally presented at the Third Annual Leadership Development Workshop at Seattle University in 1994. Dr. Forbes builds a new theory of leadership based on James MacGregor Burne's notion of "transformational leadership" and incorporating feminine characteristics attributed to women because of their cultural socialization. She contends that feminine values will be key to successful leadership in the next century, particularly with the evolution of leadership theories as "value based". The article analyzes feminine leadership traits, why they are essential for both men and women to become effective leaders, and why this type of leadership is needed in our country today. Her point is that we need to look beyond a "dominating model to an actualizing model" where men and women work together in partnerships; leadership styles are gender related but not gender specific and all leaders to be successful in the next century will need to incorporate feminine values. Some of the "feminine values" she enumerates include: an ethic of care, empathy, nurturing, empowering others, inclusiveness, cooperation and collaboration, interdependence, intimacy, and serving others.

Hegelsen, Sally. (1990). The Female Advantage: Women's Ways of Leadership. New York: Doubleday Currency.

Hegelsen explores women in cooperate America and women who have established their own companies as role models of a leadership that varies from the traditional hierarchical top down management models. She shadows these female executives through their day describing their activities, leadership styles and priorities and reflections of how they run the companies where they are in charge. A model of leadership, quite different from traditional models, is described as a spider web whereby relationships branch out from the center rather than authority being handed down from the top. This is one of the first leadership books to explore female corporate executives, their unique styles and a different way of looking at leadership models.

Hill, Marie Somers and Ragland, Joyce C. (1995). Women as Educational Leaders - Opening Windows, Pushing Ceilings. California: Corwin Press, Inc.

This is a handbook for women who wish to pursue leadership positions in public education and outlines practical advice for advancement in this profession. The book combines historical perspectives, reflective exercises, ability and skills audits and practical recommendations for women educators who want to get ahead. Insights and recommendations were based on the authors' interviews with 35 female administrators who had achieved leadership positions in educational institutions and the public school sphere.

McIntosh, Peggy. (1989). Feeling Like a Fraud (Parts I+II). Massachusetts: Wellesley Center for Research on Women.

McIntosh explores the common phenomenon many women experience when singled out for praise, public acclaim, promotion or visibility: the feeling of uneasiness given public recognition. She claims this is a combination of not feeling comfortable with the public self in contrast to most men but also intimates that this feeling might be the unwillingness to internalize the idea that public merit proves one's authority or merit over others. The feeling of fraudulence in this context is in keeping with a female aversion to "vertical, competitive ways of interacting compared with horizontal and collaborative preferences.

Restine, L. Nan. (1993). Women in Administration - Facilitators for Change. California: Corwin Press, Inc.

This book address issues pertaining to school cultures, strategies for reform and women's unique roles in initiating change. It explores the underrepresentation of women in leadership positions over the years and looks at ways in which feminine leadership styles and approaches can benefit schools given their unique cultures as communities. It also looks at the career paths of women in schools and sociological reasons why more women don't aggressively pursue leadership positions. The author looks at informal and formal barriers to women in schools along with advice for women wishing to pursue leadership positions.

Schwartz, Felice. (1989). Management Women and the New Facts of Life. Massachusetts: Harvard Business Review, January-February.

Schwartz explores current trends and practices relating to women corporate executives, their career paths and issues concerning maternity leave. Gender differences relevant to business fall into two categories: maternity leave and different traditional social views of the sexes. Women traditionally are the ones who leave careers, even if only temporary, for the sake of raising children. Barriers to women's leadership accrue from maternity leave tendencies, career interruptions combined with traditional social views of women as mothers and unconscious bias against women as corporate leaders. A double standard emerges where both views are unacceptable in terms of women's roles in organizations: women who want flexibility to balance family and work are viewed as not adequately committed to the organization and women who are

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viewed as aggressive and competitive as men are considered abrasive and unfeminine. The price one pays to retain female executives in threefold: managing maternity leaves, providing flexibility and child care support options. However, these outweigh the cost and disruption of turnover with childcare options being the more economical way to retain female executives.

Shakeshaft. Carol. (1989). Women in Educational Administration. California: Sage Press.

This is one of the first compilation of research dealing with women in educational administration and exploring gender differences in the way men and women lead schools. Shakeshaft explore career paths, barriers to leadership, issues concerning the paucity of female leaders given their representation in the ranks and teaching profession and what she describes as an "androcentric" perspective and bias in research, administrative,and leadership theory.

Welch, Olga. (1993). Mentoring in Educational Settings - Unresolved Issues and Unanswered Questions. (Boston: Women's Educational Equity Act Publishing Center, May 1993).

The topic of mentoring is explored in schools while addressing the definition of mentoring and the types of mentoring that work within schools. Studies suggest that both mentors and protégés view the mentoring relationship as helpful, particularly for women who "saw themselves as needing to overcome internal barriers to the realization of their career aspirations." Mentoring is viewed as helping to reduce time needed for advancement to managerial positions but little research has shown exactly how mentoring works. Cross gender mentoring helps when it enables the protégé to learn about the dominant culture operating an institution however there are disadvantages as well. Female protégés in this instance receives closer scrutiny than male counterparts; concerns particular to women (balancing career with motherhood) can make it difficult for male mentors to serves as role models, male mentors see working with females risky because of inappropriate attributions made about the relationship; males risk being more closely scrutinized as mentors of females since females do not constitute a critical mass as most institutions; and females who do not measure up are viewed as a reflection of their entire gender rather than a reflection of their individual performance.

Leadership

Bensimon, Estela, Neumann, Anna and Birnbaum, Robert. (1989.) Making Sense of Administrative Leadership: The "L" Word in Higher Education. ASHE-ERIC Higher Education Report NO. 1. Washington DC School of Education and Human Development, The George Washington University.

This book contains an overview of leadership theory and models of leadership that are then analyzed in the context of leadership in higher education. Models and theories that are reviewed include: trait theories, power and influence theories, behavioral theories, contingency theories, cultural and symbolic theories and cognitive theories along with an overview of Bolman and Deal's leadership "frames". Each theory is analyzed in terms of which is most effective in a higher education setting and which is met with resistance because of various constituent interests, particularly those of the faculty, students, and alumnae. The university as a unique organizational structure is analyzed within the Boolean and Deal frames and types of leaders who have strengths in each respective frame in addition to strength from effectively moving in and out of several frames and/or working in several frames at once. Much of the research indicates the effectiveness of a leader may be related to cognitive complexity in this respect or the ability to work within multiple frames and paradoxical demands.

Bolman, L.G. and Deal, T. (1993). The Path to School Leadership: A Portable Mentor. California: Corwin Press.

This is part of a series "Roadmaps to Success" that talks about leadership strategies, advice and potential pitfalls to avoid in school leadership contexts. Through a dialogue between an experienced administrator and new school administrator, guidance and advice is given about anticipating issues and resolving them in creative ways as leaders.

Covey, Stephen R. (1991). Principle-Centered Leadership. New York: Summit Books.

Stephen Covey proposes seven principles as effective guidelines for today's leader and contends that these principles, much the same as values-based leadership, should guide decision making and clarify priorities. They include: 1) be proactive rather than reactive, 2) begin first with the end in mind, 3) put first things first, 4) think win/win in situations involving conflict or negotiation, 5) seek first to understand and then to be understood, 6) synergize (collaboration is more effective than isolated decision-making) and 7) sharpen the saw (remember the importance of ongoing skill and professional development). Covey's premise behind "principle-centered leadership" is based on three characteristics: 1) integrity (keeping promises and commitments once they are made), 2) maturity (balanced consideration for others), and 3) "abundance mentality" (the viewpoint that there is plenty out there for everyone). He puts family first as a priority before career interests and describes leadership competency traits as technical, conceptual and interdependent. Trust is the underlying key to effective leadership: empowerment of others is dependent on trust, trust is dependent on one's trustworthiness, and both character and competency are necessary in order to create trust. Covey addresses the issues of change and leadership as an internal issue dependent on one's work from the inside out. Fear of change is created by a lack of grounding and leaders must first find the changeless core within in order to live with external change as a constant.

De Pree, Max. (1989) Leadership is an Art. New York: Dell Trade Paperback.

De Pree is the 2nd CEO of furniture company, Herman Miller, which was founded by his father. His premise about good leaders is their emphasis on and respect for those they lead. He emphasizes the need to know well and understand the whole side of an employee and to view oneself as servant to those they lead. Leaders are more interested in people than non-leaders and the sign of a great leader lies within the followers: are they reaching potential, achieving desire results, do they manage change effectively and are they growing professionally. Leaders are responsible for maintain a sense of quality within an institution and a sense of vitality which is reflected by the employees not only feeling comfortable but being encouraged to express contrary opinions. Leaders must provide and maintain momentum, concentrate on effectiveness rather than efficiency and must guard their role as maintaining and defending "civility" within a company. De Press espouses a values-based leadership theory whose central tenant is respect for those whom one leads.

Jaworski, Joseph. (1996). Synchronicity - The Inner Path of Leadership. San Francisco: Berrett-Koehler Publishers.

This is an autobiographical account of Jaworski's career, personal transitions and transformational thinking which led him from a career as an attorney to establishing the American Leadership Forum. It is a very personal account of various watershed experiences in his life, including a divorce, which led him to rethink his approach to leadership in light of more universal precepts that were reinforced through conversations with physicist David Bohm, other national corporate leaders, leadership theorists and philosophers. The term "synchronicity", from Jungian psychology, is defined as "a meaningful coincidence of two or more events, where something other than the probability of chance is involved." Jaworkski, in his own transformation, describes the need to seek a deeper understanding of reality, to connect with the universe through quiet reflection, and to try to seek essential "shifts of mind" in order to connect with an unfolding reality that everyone is a part of . These shits of mind include: shifts in how we see the world, shifts in how if understand relationships and how we make commitments. His personal account of these shifts occurs during career transitions and changes in the way he views leadership as a result: leadership becomes a way of being rather than doing. This is the foundation of servant leadership which is "enlightened, committed, transformational leadership". Leadership, in contrast to the conventional view emphasizing personal power, is about creating opportunities to participate in the unfolding future which involves a deeper awareness and connection with reality.

O'Toole, James. (1995). Leading Change - Overcoming the Ideology of Comfort and the Tyranny of Custom. California: Jossey-Bass.

O'Toole uses the idea of "Rushmorean" leadership to described leadership that is values-based and reflective of the American leaders who occupy Mount Rushmore. He extends this analogy to describe the characteristics made them and others who parallel their approaches effective as leaders: courage, authenticity, integrity, vision, passion, conviction, and persistence. He emphasizes leadership based on morality and a higher moral purpose over strictly pragmatic leadership geared to accomplish shorter term goals. Trust and respect for the follower is paramount and effective leaders are characterized as teachers and servants as exemplified by Max De Pree (Herman Miller Company), Frances Hesselbein (Girl Scouts of America) and several other corporate leaders who illustrate the ideals of values based leadership. O'Toole further illustrates why relativism and contingency leadership is ineffective and how the "tough guy" model and amoral leadership no longer works. He is a strong proponent of what he refers to as a "feminine style of leadership" and of "democratic leadership" explaining that the success of this style of leadership is based on including followers in the process of leading change. O'Toole also explores why most organizations are resistant to change as a reflection of organizational development, social science theory and individual and group tendencies that emerge when faced with change in a corporate or organizational setting.

Yukl, G.A. (1994). Leadership in Organizations, 3rd Edition. New Jersey: Prentice-Hall.

This book is a broad overview of leadership theory, approaches, models and philosophy relating to general aspects of leadership in primarily corporate organizations. It covers topics and theorists relating to management, contingency models of leadership, leader-follower interactions, the nature of managerial work, subordinate evaluations, and leader-subordinate relations. As an overview, it focuses on general principles of good management, based on research, and covers the major theoretical models concerning effective leadership, derailment studies, power studies, feedback and evaluation techniques and current theories about leadership as distinguished from management.

Works on Gender Issues

Rothenberg, Paula. (1992). Race, Class and Gender in the United States. An Integrated Study. New York: St. Martin's Press.

The book is a collection of essays addressing general issues of racism, sexism, and gender stereotypes. In includes contemporary authors who provide a comparative and critical analysis of racism, harassment, sexism, economic analyses of class and racism in the United States and a review of current legal precedents relating to these issues. The author also includes essays addressing media representation of minorities, cultural and social perpetuation of stereotypes and articles addressing positive change within a contemporary society that will address and eradicate bias relating to sex, race, and gender.

Schneir, Miriam. (1972). Feminism - The Essential Historical Writings. New York: Random House.

Historical essays relating to politics and feminism are featured from early 19th century United States through early 20th century. Women who are prominent throughout the feminist movement in the United States are featured including : Abigail Adams, Mary Wollstonecraft, Sarah Grimke, Lucretia Mott, Lucy Stone, Elizabeth Cady Stanton, Susan B. Anthony, and Margaret Sanger among others. Male authors whose essays are featured as feminist in nature include: John Stuart Mill, Frederick Douglass, Thomas Hood and William Lloyd Garrison. This collection provides a broad representation of the foundation of the feminist movement in the Unite States and leading historical thinkers who were proponents of women's rights and equal representation before the law up through the time of the movement for women's suffrage in early 20th century.

Works on Leadership in Independent Schools

Gutcheon, Beth. (1995). Saying Grace. New York: Harper Collins.

Ruth Shaw is a head of school in this fictionalized account of leadership in an independent schools. It is a story of everyday trials, struggles and rewards in this position as well as political challenges and power struggles within the organizational structure of working with a school and board. She enters a power struggle with both board members and parents at school whose children are experiencing problems and tries to deal with the repercussion of a change in board chair who is not only unsupportive but interfering in operations. At the same time, Ruth must cope with the death of her daughter and a marriage that begins to fall apart as a result. This story offers a unique insight into a fictional character's struggles with being a school head, dealing with personal issues and trying to balance commitments in both areas.

Hawley, Richard. (1983). The Headmaster's Papers. Vermont: Paul S. Ericksson, Publisher.

This is a fictionalized account of a Headmaster's experiences at an all-boys school. The novel is a series of letters written by the Head of School to various constituencies as issues arise during the course of the school year and over a period of time when his wife is dying of cancer and only son cannot be located. It gives a clear insight into the life and issues facing a Head of School and the personal perspective of a leader in this position dealing with private and professional challenges.

Leonard, Story Reed. (1994). Defining the Glass Ceiling in Independent Schools. Unpublished master's thesis, Dartmouth College, Dartmouth, New Hampshire.

This study was conducted through surveys with 54 female Heads of NAIS school addressing the question of what is causing the glass ceiling in independent schools. At the time, over two-thirds of teachers in NAIS schools were female and only 20% were Heads of Schools. Leonard identifies several issues and causes of this glass ceiling. Among them are: sex role stereotyping, pressures of raising children, lack of mobility, limited access to networks, bias of trustee boards and consultants and the double standards facing women in terms of expectations.

McPhee, John. (1966). The Headmaster. New York: The Noonday Press.

This is a biographical account of the Head of Deerfield Academy, Frank L. Boyden and his days as head of school. Boyden has become a legend among independent school persona a "traditional" head of a New England prep school and he was known nationally as an educator and legend among these types of schools. He was Headmaster for 64 years and his career at Deerfield spanned several generations of boys between the years of 1902 and 1966 when he retired. McPhee provides a "portrait" of this educator, his unique philosophy and style, over his many decades of leading this prestigious boarding school.

Works on Research Methodology

Babbi, Earl. (1995). The Practice of Social Research, Seventh Edition. California: Wadsworth Publishing Company.

This is an overview of various research methodologies, particularly as they pertain to research in the social sciences. It covers various theories, design, conceptualization and measurement, sampling, experimental design, survey research evaluation research and field research. Analysis of data is presented through statistics and qualitative models and the book also covers ethical issues involved with research. An excellent resource by an author who has a great sense of humor about research.

Bolman, Lee and Deal, Terrence. (1991). Reframing Organizations. Artistry, Choice, and Leadership. California: Jossey-Bass Publishers.

Reframing Organizations looks at leadership styles that fall into four frameworks: structural, human resource, political, and symbolic. Within each frame, specific charactertistics, strengths, and approaches to leadership issues are described. In the structural frame, leadership is enacted through strengths in organizing, implementing goals, planning and organizational strengths. In this frame, effective leaders work within a clearly defined organizational chart and hierarchy and lead by rationally setting forth and achieving goals within this structure. The Human Resource frame concentrates on people and their needs within an organization. The Human

Resource leader concentrates on people within the organization as their primary resource and emphasizes the fulfillment of human needs as a means of accomplishing organizational goals. Leaders in this frame are participatory and democratic decision makers and strive to meet peoples' needs and help them to fulfill their aspirations. The Political frame operates with he assumption that political factions are constantly at odds in an organization and competing for both power and resource allocation. Conflict is a constant and effective leaders are viewed as skilled negotiators, mediators, and politically oriented. Decisions come from bargaining, coalition building and power derived from specific factions. The Symbolic frame emphasizes leadership skills that are reflective of referent power, charismatic leadership and figureheads. Leaders effectively present themselves as symbols of the organization through ritual, ceremonies, speaking, and identification as the organization itself.

Inglessi, Chryssi. (1990). Advocating a Biographical Approach in Feminist Research: A Personal Experience. (Massachusetts: Wellesley College Center for Research on Women, 1990).

This paper focuses on the qualitative research methodology used in her doctoral dissertation on "feminine identity formation in Contemporary Greece". Advantages of using a biographical approach are explored including the use of "life story" as a means of avoiding the fragmentation caused by surveys and a series of prefabricated questions. It avoids the imposition of structure from interviewer as well as the researcher's point of view. Biographical material is determined by the subject not the researcher, the researcher's role changes and develops in response to the subject (which enhances rather than detracts from the research), and the researcher benefits from the interaction with her subject also by reflecting on her own story.

Miles, Matthew B. and Huberman, A. Michael. (1994). Qualitative Data Analysis: An Expanded Sourcebook. (2nd edition). Thousand Oaks, CA: Sage Publications.

This "sourcebook" provides a very practical guide for qualitative research and approaches to methodology and data collection. It provides a perspective of problems, advice, and experiences of qualitative researchers and they develop date sets and approach data analysis. It covers the major components of qualitative research from a very practical experiential perspective and contains useful advice and guidance based on experiences, mistakes, and lessons learned by other researchers.

Patton, Michael Quinn. (1990). Qualitative Evaluation and Research Methods (2nd edition). California: Sage Publications.

This text is a overview of various qualitative research methods and specific types of qualitative research in contrast to quantitative research. The book presents an introduction to conceptual issues of qualitative inquiry, research designs, fieldwork methodology, interviewing, observation techniques and approaches toward conducting and analyzing the results.

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APPENDIX

Letter to First Round of Participants
Survey Included

Dear Friends and Colleagues.

I am in the process of conducting informal, confidential surveys with independent school heads and administrators addressing the following two questions 1)Why are there not more females heads at NAIS schools and 2) Is there a glass ceiling in independent education Responses to this survey will be compiled and then presented at an NAIS workshop this spring All information compiled either in writing or by phone will be held strictly confidential and will be used only to get a sense of whether there are common issues among females aspiring to become heads, concerns about the nature and impact of being in this position and whether there are more subtle reasons beyond a "glass ceiling" explaining why women would choose not to pursue this career path Part of the purpose of this research is to see whether there are differences between the way males and females view this position, both positively and negatively.

I've taken the liberty of enclosing a copy of the questionnaire that I'm hoping you will think about and be willing to respond to a phone call in the upcoming months for a brief interview I realize you are all very busy and have narrowed the questions down in order to take no more than ten minutes of your time, especially knowing the questions in advance. If you would prefer to respond in writing, please send the survey to me at Oldfields or fax it to me here. I also have been conducting more extensive interviews and would like to know who might be willing to talk further or meet with me in person about some of these issues.

Thanks for your time and help. I'm hoping most of you will consider this inquiry worthwhile and that it will reveal some common issues and concerns among independent school leaders.

I look forward to talking with you in the months ahead.

Sincerely.

Jan A. Scott
Assistant Head - External Affairs

Survey
NAIS Heads of Schools and Administrators

Jan A. Scott - Klingenstein Center

Please take a moment to fill out the following questionnaire. Responses will be confidential and information will be used for an NAIS/Klingenstein Center Research project regarding leadership issues in independent schools. Please fax or return by mail as by February 15th. Thanks for your help.

I. Background Information

Name and School ______________________________
(Optional)
Gender/Marital Status/Age (M/F) (S/M/D) ______Age
How many years in current position?______________
How many years in other administrative positions?____
Type of school (B/D) Size of School ____________

II. Career Path

1. What made you decide to become a Head of School?__________
____

2. Was there a person/mentor who helped you advance your career?____

3. How did you become a Head?
   a. Career planned all along
   b. Teacher first then approached to be an administrator
   c. Internal Candidate
   d. Through search committee and consultant

4. What were your greatest fears/concerns about becoming a Head?____

5. Which if any were justified?____________________________

6. What did you see as the greatest obstacle to becoming a Head?____

II. View of Head of School position:

1. What do you see as the greatest challenge in this position?___
____

2. What do you see as the greatest threat to job security?______
____

3. What would you change about the nature of this position if you could?____

4. Is your spouse/partner involved in the same school? ___yes___no. In what capacity? Would you want her or him to be involved?____

5. What do you see as the greatest impact this position has had on your life?

Positive ____

Negative ____

6. What do you hope the results of this survey will communicate to
you?____

To your board?____

7. Do you think there's a "glass ceiling" for women in independent education?______
If yes, what do you think is creating it?____________________________________

8. Why do you think there aren't more female heads of schools?________
____

Comments ____
____
____

If returning by fax, please fax to:

Jan A. Scott (410) 472-683(c/o Oldfields Admission Office)

or mail to:

Jan A. Scott
P.O. Box 1007
Sparks, MD 21152

_____ I would be willing to be interviewed in person / or by phone about these issues.

Other independent school leaders who should be interviewed or included in this survey:

1. ____________________________________(Name and School)

2. ____________________________________(Name and School)

3. ____________________________________(Name and School)

Leadership Survey
NAIS Heads of Schools and Administrators
October 1996
Pilot Protocol for Interviews conducted in person - Part II (Advice and stories from female heads)

Establish a base line and tell you a little about the interview: path or narrative of leadership, how you learned leadership, barriers overcome, and perceptions about female leadership in independent schools.

I. Background Information

Name/School____
(Optional)
Gender/marital status/ag____M____F____S____M____D____age
How many years in current position_________
How many years in other administrative positions? _______
Which positions? (in order of most recent to least)
What position do you think is best preparation to become a head of school?

II. Career Path/History

1. Can you tell me your personal definition of leadership?

2. Can you describe your own journey/path that led you to become a head of school? What made you decide to become a head of school? (Take you through all your stages in career/what you learned about leadership in different positions - when you first started doing leader-like things)

3. Was there a person/mentor/sponsor/higher up that helped you advance your career/ How?

4. Wizard - can you think of a time when it became clear you could be a Head of school (conscious decision?) a moment when you decided to take responsibility for leadership?

5. What were your greatest fears/concerns about becoming a Head?

   Which if any were justified?

6 What did you see as the greatest obstacle or barriers to obtaining a head position?

- How were you able to overcome them?

8 Greatest challenge in this position?

9 Greatest threat to job security?

III. View of Head of School position:

1 What do you see as the greatest impact his position has had on your life?

Positive______________________________________

Negative______________________________________

2 How do you feel about your spouse/partner being involved in school?

4 Was there anything you learned during your first few years you wish you would have known going in?

5 What advice would you give to a female colleague about trying to pursue a head of school position?

6 What advice would you give her for her first year?

NAIS Schools

1 Do you think there's a glass ceiling in independent schools? If so, what do you think is creating it?

2 Why do you think there are so few female heads at NAIS schools?

Any additional comments you would like to make?

Survey
NAIS Administrators
1996-1997
Jan A. Scott - Klingenstein Center

Please take a moment to fill out the following questionnaire. Responses will be confidential and information will be used for an NAIS/Klingenstein Center Research project regarding leadership issues in independent schools. Please fax or return by mail as by February 15th. Thanks for your help.

I. Background Information

Name and School ____________________________________
(Optional)
Gender/Martial Status/Age (M/F) (S/M/D) ______Age
How many years in current position?__________________
How many years in other administrative positions?____
Type of school (B/D) Size of School ______________

II. Career Path

1. Do you want to become a head of school? (Why or why not?)

2. How many years would you expect to commit to Head?___________
How many should one commit?________________

3. What are your greatest fears (concerns?) about becoming a Head?

9. What do you see are the greatest advantages to being a Head?

10 Greatest drawbacks? ______________________________________

10. What do you see as the greatest obstacle to obtaining a head position?

II. View of Head of School position

1. What do you see as the greatest challenge in this position?

2. What do you see as the greatest threat to job security?

3. What would you change about the nature of this position if you could?

4. If you were a Head of School, would you want your spouse to be involved in the same school?____yes___no. Why or why not?________________________________

III. Philosophical Questions

1. What do you see as the greatest impact this position would have on your life?

Positive ____

Negative ____

2. What do you hope the results of this survey will communicate to you?____
____

3. Do you think there's a "glass ceiling" for women in independent education?_____
If yes, what do you think is creating it?______________________________
____

3. Why do you think there aren't more female heads of schools?_______
____

Comments:____
____
____

If returning by fax, please fax to:

Jan A. Scott (410) 472-6839(c/o Oldfields Admission Office)

or mail to:

Jan A. Scott
P.O. Box 1007
Sparks, MD 21152

_____ I would be willing to be interviewed in person / or by phone about these issues.

Other independent school leaders who should be interviewed or included in this survey:

1. ______________________________(Name and School)
2. ______________________________(Name and School)
3. ______________________________(Name and School)